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ABSTRACT

A report on the first three years (1977-79) of the Western Australian Post Secondary Education Commission is presented. After a description of the commission's role, information is presented on key educational issues, the Partridge Report, ongoing planning and course development/accreditation, and special inquiries. Recommendations of the Partridge Committee and action that has been taken are addressed in regard to the following areas: teacher education, the role and organization of technical and further education, postsecondary education in country districts, tertiary institutions in Western Australia, and coordination of postsecondary education. Among the areas of special inquiry are the following: future of the Teachers Centre for Continuing Education and Graylands Teachers College; Eastern Goldfields Federation of Post Secondary Education Institutions; the future of technical education; education for the performing arts; The Colleges Act, 1978; teacher supply and demand; external studies; study leave for college faculty; and postsecondary education in the Pilbara. Appended materials include information of functions of the commission and its membership, and statistics on student enrollment in postsecondary education. (SW)

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Western Australian Post Secondary Education Commission

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Introduction

In previous years the Commission has included a discussion of substantive issues in its annual statutory report to the Minister, which is tabled in parliament. The Commission will, of course, continue its statutory report, although the nature of it may change. In addition, however, it has decided to produce a separate review which it hopes to release at an earlier stage in the year and to a wider readership. The review will, inevitably, cover many of the matters mentioned in the report to the Minister, but it is also seen as a vehicle whereby issues may be discussed in greater depth, and within a time-scale that is not necessarily restricted entirely to the twelve-month period in question. On this occasion only, the review covers a period of approximately three years, from the establishment of the Commission. Accordingly many of the issues discussed have arisen in previous annual reports.

W.D. Neal
Chairman

Chapter 1

The Western Australian Post Secondary Education Commission

The Emergence and Development of the Commission

The establishment of the Western Australian Post Secondary Education Commission (WAPSEC) on 17 December 1976 followed a series of events concerned with the co-ordination of tertiary education in the State.

In 1966 the Western Australian Government set up a committee with a general brief to report on the State's future needs in tertiary education and to develop a pattern for co-ordination. The committee, chaired by Sir Lawrence Jackson, saw a need for a co-ordinating agency, and a non-statutory Western Australian Tertiary Education Commission was created in 1969. It was formally established as a statutory body in 1971.

With the rapid changes and expansion in the tertiary education system towards the mid-1970s, the WA Tertiary Education Commission considered that the Government should arrange for a further report on tertiary education. This was conducted during 1975 by a committee under the chairmanship of Professor P H Partridge. Its major recommendations related to a restructuring of the system and to the replacement of the Tertiary Education Commission by a Post Secondary Education Commission, with a different membership and a broader role, more closely geared to the changing circumstances. Accordingly, WAPSEC was established as a statutory authority with powers of co-ordination relating to the university, advanced education and technical and further education (TAFE) sectors.

Similar inquiries were conducted in most other States during the late 1970s resulting, in several instances, in the establishment of bodies similar to this Commission but with stronger statutory provisions relating to powers of co-ordination. A review of the Commission's role in 1979 led to an amendment of its Act resulting in a strengthening of the statutory powers and a restructuring of the membership. These matters are dealt with in greater detail elsewhere in this report, but it is still too early to assess the effectiveness of these changes.

The Role of the Commission

A detailed statement of the statutory functions, powers and duties of the Commission, as specified in its act of incorporation, is given in Appendix 1. In general terms, the Commission is charged with the promotion, development and co-ordination of post secondary education throughout the State, and it fulfils this task by providing advice on a wide range of matters to the education institutions, the State Government and the Commonwealth Tertiary Education Commission.

In the formulation of advice the emphasis is on consultation rather than determination. This is evidenced in those sections of the Act which set out the functions and duties of the Commission. Words such as "recommend", "advise", "collaborate" and "consult" are prominent, whereas the word "determine" is used only once, and then it is followed by the words "when so requested". It rests with those who receive the Commission's advice as to whether or not its views are translated into practice. The Commission therefore has the responsibility to ensure that its advice is sound and is based on a detailed understanding of the issues involved.

To this end, the Commission consults with interested parties over a very wide range of issues, particularly with respect to the formulation of policies and procedures. The consultations involve extensive correspondence with the institutions and the use of standing and *ad hoc* committees, the membership of which is substantially derived from the institutions. In this way the Commission is able to develop a greater understanding of the implications of various courses of action. In the same spirit, the Commission frequently seeks the participation of representatives from other organisations, whether government (e.g., Treasury, Public Service Board, Town Planning Department) or non-government, and members of the community.

In many respects, the Commission has dual responsibilities, linking it both with the State and with the Commonwealth. Accordingly, it meets periodically with the Commonwealth Tertiary Education Commission and its Councils to facilitate a clearer understanding of the needs of Western Australia. The Commission also interacts with Commonwealth and State committees of inquiry into various aspects of education, such as the Committee of Inquiry into Education and Training (the Williams Committee), the National Inquiry into Teacher Education (N.I.T.E.) and the Committee of Inquiry into the Future of Murdoch University (the Birt Committee).

The Commonwealth approach to post secondary education has been characterised by the identification of three sectors comprising, respectively, universities, colleges of advanced education and technical and further education institutions. The approach adopted by the Commission has been to consider all matters associated with post secondary education from a broad perspective involving all three sectors. There has been a conscious avoidance of narrowly based sector oriented committee structures.

In 1979, two years after its establishment, it was felt that a review should be made of the Commission's operation. The Minister sought comment from the institutions on the effectiveness of the Act and any amendments that might be considered with a view to increasing the co-ordinating and liaising roles of the Commission. Late in 1979 amending legislation was

passed which, while not changing the fundamental purpose of the Commission, was aimed at assisting the Government and the Commission to overcome some difficulties that had become apparent. The principal amendments were as follows —

- The membership of the Commission was reduced from 15 to 12, and categories of membership were eliminated. It was considered that the membership had been unnecessarily large; that the categorisation had proven unduly cumbersome; and that the restructured membership would be more conducive to decision-making.
- A provision was included to allow for the involvament of the Minister, where appropriate, in matters relating to conditions of service for staff in the institutions. It was considered that this was desirable in view of the application of State jurisdiction in most areas and of the increasing complexity of industrial relations.
- The Commission was given power of delegation. The lack of such power had previously resulted in undue delays in relation to minor matters.
- Provisions were included to enable the Commission to require consultation with an institution on matters of relevance to the functions and duties of the Commission and to require an institution to inform the Commission of any representation that it proposed to make to a Commonwealth agency. It was considered that confusion existed regarding the Commission's right to consult with institutions in the various sectors. The amendment clarifies this situation, and is comparable with corresponding provisions in legislation relating to some of the more recently established co-ordinating agencies in other States.

While it is premature to comment on the effects of the amendments, the Commission believes that their implementation, in the spirit of consultation which underlies the entire legislation, will be beneficial to the whole system. The Commission looks forward to active and co-operative participation to that end.

Chapter 2

Key Educational Issues

Probably the two most prominent features of the post secondary education environment in recent years have been the marked change in the economic climate and the large number of major and often very lengthy inquiries conducted by the Commonwealth and State Governments, many of which have led to further inquiries. This complicates the operation of the system for all concerned, although significant long term benefits are expected to result from the implementation of the recommendations of the various inquiries. These features must be borne in mind in considering some of the key educational issues that have arisen during the period under review. Reference is also made to these matters elsewhere in this report, where the circumstances call for fuller elaboration.

An important issue is the question of the appropriate locations of decision-making powers. These powers may be with the Commonwealth, the State or the institution; sometimes they may be shared. In many respects there has been a progressive move from the institutions to the State and, particularly in recent years, to the Commonwealth. It could be argued that, in view of the changes in financial responsibilities, this development is not unreasonable. It could also be argued, however, that in many instances there are strong grounds for decentralising decision-making powers and placing them within the States where they can be exercised both responsibly and in the best-informed manner. With the growing maturity in the system, the Commission believes that such devolution may now proceed. It welcomes the support given to this concept by the Williams Report, and looks forward, as a first step, to operating within the new course development procedures announced by the Commonwealth at the end of 1979.

A fundamental issue concerns the necessity to provide courses of study which meet the needs of prospective students and of the society as a whole. The difficulty lies in identifying those needs and in striving to achieve a balance between the sometimes conflicting demands of individual students and the community. Factors to be considered include the nature and purpose of post secondary education and the aims of those who enrol, be they essentially educational, vocational or recreational. These questions are of the utmost importance at present, when financial constraints, widespread unemployment and increased leisure-time are contributing to a reassessment of the value of post secondary education within the community and a greater emphasis on accountability. It is no longer the case that graduates can be assured of obtaining employment in their area of specialisation; and the over-supply of graduates in some fields, especially teacher education, has led to a call for a manpower planning approach.

Although the employment opportunities in a particular field are taken into account in the course development process, and student numbers in some courses may be limited with a view to preventing an over-supply of graduates in particular fields, the Commission is conscious of the unreliability of manpower planning, especially with regard to post secondary education. Some three to four years commonly elapse between the enrolment of students in a course of study and their subsequent availability to join the workforce after graduation. In contrast, rapid changes in employment patterns can result from government and private enterprise decisions and other factors such as changing economic and social conditions. As a result, action to severely curtail enrolments may turn out to have been inappropriate by the time its impact is felt on the employment situation some years later. Moreover, it must be recognised that the restriction of opportunities to undertake post secondary education has important educational and social implications. Questions arise regarding the effect of such restrictions on prospective students, who may be diverted to another study area but still be without any guarantee of future employment; or who may become unemployed school-leavers. To what extent, if any, should people be prevented from enrolling in a course of their choice when they are aware of the limited employment prospects? Are there benefits inherent in a course of study which should be regarded as sufficient justification for its provision, and are graduates better equipped for other activities in the community including parenthood? To what extent does the community assess the value of post secondary education in terms of direct use of skills in the workforce? Is there a need for a reappraisal of the traditional attitudes and values associated with employment and unemployment? What effect might such a reappraisal have upon the provision of post secondary education?

These are controversial questions which need to be widely debated in the community, and on which the Commission is seeking the views of those involved in the provision of post secondary education. Meanwhile, the Commission believes that the system should remain flexible so that it can respond to social, economic and political change. The Commission has adopted a cautious approach to the restriction of study opportunities but has monitored the situation closely, especially with regard to teacher education. It considers that, by taking early action to limit student numbers to a moderate degree, it has achieved a gradual reduction, as a result of which some of the difficulties encountered in other States in relation to teacher education and other fields of study have been avoided.

The question of sharing resources is important in a tight financial climate. The rapid economic expansion in Australia in the late 1960s and early 1970s resulted in a large number of institutions, many of considerable size and with substantial and costly resources, some of which are under-utilised. This problem may be overcome by the closure of an

institution or by the sharing of resources. Both approaches have been taken recently in Western Australia. Examples of the former are the phasing-out of the Teachers Centre for Continuing Education, which was administered by the Education Department, and of Graylands Teachers College. The Commission believed that the programs available through these institutions could be adequately provided elsewhere in the system. An example of the latter approach is the establishment of the State Animal Resources Centre, a joint enterprise in which not only post secondary education institutions but also other organisations are involved. A second example is the sharing of library resources which is facilitated by the inter-library loan system. In the prevailing economic circumstances, the Commission sees a need for increased sharing generally; not only of equipment and accommodation but also of staff, students and courses. The Birt Report has highlighted some areas in which co-operation between the institutions might be increased. At the same time, the Commission recognises that the possibilities for sharing are limited by, for example, the time and increasing cost associated with travel and, more importantly, fundamental philosophical differences between the goals of the institutions, their staff and their courses.

Another key issue is that of whether it is appropriate for an employing authority to provide the preparation of its future employees. For the Commission, this issue first arose in 1977, during its consideration of the future of the Teachers Centre for Continuing Education. In this instance, the Education Department itself supported the phasing-out of the Centre. The ensuing Commission report mentioned the issue quite briefly, referring to a world-wide trend away from such organisations and drawing attention to the often reduced acceptability to other employers of the qualifications awarded by them. Subsequently, the Commission conducted an inquiry into the management and administration of the Community Services Training College, which was established by the Department for Community Welfare to provide courses for people wishing to prepare for a career in the general area of welfare; and into the Child Care Certificate course, which operated under the jurisdiction of a Course Committee in conjunction with the Early Childhood Branch of the Education Department. The Commission's report recommended the transfer of the Child Care Certificate course and of the College's major child care courses to the Education Department's Technical Education Division, principally to the Perth Technical College. The report elaborated in considerable detail the Commission's reasons for recommending the separation of the functions of education and training from those of employment. These are documented elsewhere in this report. The Commission is aware of other situations in which it may be appropriate to apply these principles.

A further issue of particular relevance at present is the role of the four remaining former teachers colleges. Of these, three — Claremont, Churchlands and Mount Lawley — were originally concerned solely with the preparation of primary teachers, and the fourth — Nedlands (originally Western Australian Secondary) — with the preparation of secondary teachers. During the 1970s, the only significant diversification was the introduction of a School of Business at Churchlands. However, the Commission's 1978 report on the future administration of these colleges, in arguing that each should become self-governing, envisaged that they would develop a greater flexibility to meet changing needs and a closer relationship with their local communities. The Colleges have been eager to assume new roles, and have submitted proposals for new courses, including Associate Diploma courses of a general liberal arts nature which draw on existing programs and resources, some of which have been in less demand as a result of the reduction of the number of students in some areas of teacher education. In addition, some of the Colleges are introducing short community education courses designed to meet the needs of local residents. These may be held in the daytime, evenings or weekends and moderate fees are normally charged. The Commission believes that, particularly in the prevailing circumstances, diversification of this kind is essential, both for the community as a whole and for the individual institutions, and that it will provide a sound base for further development as the need arises.

A different issue relates to course accreditation and whether this should be an internal or external process. In recent years, courses provided in colleges of advanced education have been accredited by an external agency, and considerable success has been achieved in furthering the standards and recognition of awards. This view is largely shared among the institutions themselves. The Commission is aware, however, that apart from some vocational courses, "accreditation" is largely internal for universities and technical colleges and that, although the Williams Report has recommended that external accreditation be maintained and extended into the TAFE sector, it has also recommended some attenuation of this principle. Here, the key questions are the rate and nature of the attenuation. Even within the small number of advanced education institutions in WA, there is a very wide variation in age, size and diversity. In such circumstances, it could be difficult to devise a fair process for moving towards internal accreditation which would both continue to assure standards and meet reasonable institutional demands for greater autonomy. The Commission sees a number of advantages in the internal approach, such as a continuing rather than very infrequent review of courses; greater external professional contacts for teaching staff; and increased continuity of personnel within the process itself. The Commission intends to pursue this issue as an aspect of its ongoing responsibilities for accreditation.

Another matter of considerable concern to everybody is the possibility that the quality of post secondary education will be affected by further cuts in real expenditure. The point of no return has been reached, if not passed. The nation will be the poorer if a sound educational system is not maintained and if reasonable educational opportunities are not available to all people.

In a document of this nature only a limited number of important issues can be singled out for mention, and no more than a brief reference to each is possible. However, the Commission has attempted in this and other chapters of this review to give some indication of the scope of its deliberations and concerns and the importance which it places on them.

Chapter 3

The Partridge Report

Reference has already been made to the Partridge Committee, whose report led to the establishment of the Commission and paved the way for many new initiatives in post secondary education in this State. On releasing the Committee's report, the Government announced that it had accepted the proposal to establish the Western Australian Post Secondary Education Commission, and indicated that it would refer the other recommendations to the Commission for advice. Several of the recommendations formed the basis for specific investigations by the Commission through *ad hoc* committees, and the various reports of these studies are summarised in Chapter 5. The purpose of this section is to draw together the Partridge Committee's recommendations and to indicate briefly the action that has been taken with regard to them.

Teacher Education
(Recommendations 4.1 — 4.5)

The Colleges

The Partridge Committee made a number of recommendations concerning the initial and continuing education of secondary, primary and pre-schol teachers. One of its major recommendations in this area concerned the teachers colleges, which had been administered initially by the Education Department, but had subsequently been granted some degree of autonomy within the Western Australian Teacher Education Authority (WATEA). The Partridge Report recommended that WATEA should be disbanded, and that the teachers colleges should be organised into a multi-campus institution to be known as the Western Australian College of Advanced Education. This was to have resulted in the strengthening of the central administration, while enabling each campus to maintain a measure of autonomy in academic matters. In the Committee's view, such an arrangement would have enhanced the opportunities for co-operation among the colleges and would have resulted in a more efficient use of resources.

The Commission, which established a committee to consider this recommendation in detail, agreed that WATEA should cease to exist. However, after examining the reasons given for the proposal to establish a multi-campus institution, and canvassing the views of the colleges, WATEA and other interested parties, it reached a different conclusion regarding the future administration of the colleges. The Commission recommended that they be established as independent, self-governing institutions, each with its own governing council.

The Government accepted the Commission's recommendations, and noted that the colleges, which had originated as single-purpose teacher education institutions, had begun to offer courses in other areas, and were becoming multi-purpose facilities. In addition, it was recognised that the colleges were already co-operating with one another and with other institutions in order to reduce administrative costs. Appropriate legislation was prepared, and on 1 January 1979, WATEA was disbanded and the colleges became independent under the Colleges Act, 1978. The colleges concerned and their new titles were Churchlands College, Claremont Teachers College, Graylands Teachers College, Mount Lawley College and Nedlands College.

The Teachers Centre for Continuing Education

The Partridge Committee also considered the position of the Teachers Centre for Continuing Education. The Centre had been established by the Education Department to provide opportunities for teachers to undertake further study, on a part-time or external basis, in order to upgrade their professional qualifications. The Committee emphasised that the Centre had performed an indispensable function in teacher education, but considered that it should now be phased out and that comparable study opportunities for teachers should be provided elsewhere within the education system.

The Commission sought the views of interested parties on this issue and subsequently endorsed the Partridge Committee's recommendation. The Commission was assisted by the fact that the Education Department was able to support the phasing-out of the Centre, since it was satisfied that appropriate alternative courses had become available in the post secondary institutions. The Commission, in June 1977, advised the Minister for Education that the Centre should be phased out over a three-year period, and indicated the steps that should be taken to protect the interests of students and staff. The Minister accepted these recommendations and the Centre is to be closed in 1980.

Joint teaching arrangements

Another recommendation relating to teacher education concerned the joint teaching arrangements of The University of Western Australia and the Western Australian Secondary Teachers College (now Nedlands College) in the provision of the Graduate Diploma in Education. The Partridge Committee recommended that these arrangements should be continued along the same lines as in the past, with the University providing the more academic or theoretical parts of the course and the College providing the more practical or "methodological" units. However, in the period following the publication of the Partridge Report, the demand for this course declined, and by the end of 1978 the course had been discontinued. Subsequently, the Commission sought the views of The University of Western Australia and Nedlands College on co-operative teaching arrangements. Both institutions expressed their willingness to enter into such arrangements, but indicated that

serious difficulties had arisen from the fact that their respective academic years no longer coincided. As a result, no joint programs are currently provided.

Pre-school teacher education

The Partridge Committee gave some thought to the provision of courses for pre-school teachers, and recommended that this issue should be investigated by the Commission, particularly with reference to the number and location of the institutions to be involved in this area of teacher education. Advice regarding pre-school teacher education was given to the institutions in 1977. In 1978, the Commission undertook a comprehensive study of the whole question of the supply of and demand for teachers in WA, including pre-school teachers. Subsequently the institutions were advised that intakes into courses in early childhood education should be reduced. Early in 1980 a comprehensive study of the provision of early childhood education courses was initiated by the Co-ordinating Committee established by the Government to investigate further and report on certain issues arising out of the Birt Committee's Report.

The Role and Organisation of Technical and Further Education
(Recommendations 5.1 — 5.3)

The Partridge Committee recommended that the Technical Education Division should be removed from the control of the Education Department and established as a statutory authority with its own governing council. The Committee also made recommendations regarding the membership and powers of the council, and the transfer of staff to the proposed authority.

The Commission endorsed in principle the separation of the Technical Education Division from the Education Department, and prepared a report for the Minister for Education, proposing that the separation take place gradually, over three stages, and indicating the manner in which this might be achieved. The Commission's proposals included the creation of a senior position of Director of Technical Education and the establishment of an interim council to advise the Minister with regard to specified policy issues.

The Commission's report was submitted to the Minister for Education in October 1977 and the following month he announced that the Government was not prepared to make a firm commitment to separation, but that it might review the question at a later date. The Government agreed, however, that early changes were needed in the area of technical and further education, and it proposed to raise the status of the Technical Education Division and to make it a more clearly identifiable sub-department.

In 1978 a new office of Assistant Director-General was created to head the Technical Education Division, and early in 1979 a Technical Education Advisory Council was established to advise the Minister on the development, nature and policy of technical education. The Council comprises an independent chairman and nine members representing industry, labour, education and the community. Its terms of reference are substantially in accordance with those proposed by the Commission with respect to an interim council. The Minister is currently reviewing the position of the Technical Education Division within the Education Department.

Post Secondary Education in Country Districts
(Recommendations 6.1 — 6.6)

The Pilbara

The Partridge Committee recommended that comprehensive community colleges should be established in selected centres of the State as a means of decentralising post secondary education. It proposed that these colleges might evolve from country technical schools. In addition, the Committee recommended that two technical schools be established in the Pilbara, at Karratha and Port Hedland respectively, and that these should be planned in such a way as to make possible their early development into community colleges.

The Commission established a committee to study this issue, and reported to the Minister in June 1978. The Commission's report recommended that self-governing colleges be established at Karratha and Hedland to provide a wide range of educational, cultural and artistic programs at various levels and to provide a focus for educational and cultural activities within their respective regions. The Government accepted the Commission's recommendations, and established an Interim Planning Committee for each College to advise on their implementation. Dr W.J. Howse, the Commission's Secretary, was appointed chairman of both these committees.

Karratha College and Hedland College were to be formally incorporated in 1980 under the powers granted to the Government by the *Colleges Act, 1978,* and the Interim Planning Committees disbanded. Each College will have its own governing council, on which regional and community interests will be represented. The Colleges are expected to co-operate closely with the Technical Education Division and, commencing in 1980, will provide TAFE level courses, with an emphasis initially on adult education, apprenticeship and vocational courses. It is envisaged that subsequently the Colleges will also provide services to students in the region who are enrolled on an external basis in courses provided at metropolitan institutions. The Colleges are currently accommodated in temporary premises, and plans are being prepared for the erection of new buildings on sites which have already been acquired in Karratha and South Hedland.

Bunbury

Karratha and Hedland Colleges are the first self-governing regional colleges to be established in Western Australia, and others may be formed in due course. The Partridge Committee recommended that a community college be developed from the Bunbury Technical College, and this matter is still under consideration.

The Eastern Goldfields

At the time of the Partridge Committee's study, there were two major post secondary institutions in the Eastern Goldfields region: the Eastern Goldfields

Technical College and the WA School of Mines, both of which are situated in Kalgoorlie. The WA School of Mines had been incorporated within the Western Australian Institute of Technology (WAIT) in 1969. There were certain difficulties associated with the School of Mines, and some of its courses were proving to be very costly to maintain in comparison with similar courses in Perth. The Partridge Committee recommended that the School's degree and associateship level courses be transferred to WAIT's Perth campus. In addition, the Committee recommended that the Eastern Goldfields Technical College be upgraded and that consideration be given to establishing it as a community college.

These recommendations were referred to the Commission, which appointed a sub-committee to investigate a number of options. The issues proved to be controversial, and the Commission reached a conclusion with some difficulty. In September 1977 the Commission recommended that a Federation of Post Secondary Education Institutions be established in Kalgoorlie, based initially on the activities of the WA School of Mines and the Eastern Goldfields Technical College. The Government accepted the Commission's recommendations, and a Steering Committee was set up under the chairmanship of Dr W.D. Neal, the Commission's Chairman, to advise the Minister on the establishment of the new educational complex.

The Steering Committee faced the task of formulating proposals relating to the administrative and organisational structure of the Federation which were acceptable both to WAIT and the Education Department, and which were in keeping with the overall concept of the Federation. In September 1978 the Steering Committee submitted advice to the Minister for Education regarding the establishment of a Federation Council and related issues, and the Council was appointed in December of the same year.

The Council has advisory, management and planning functions, and one of its responsibilities is to prepare a plan relating to the possible development of a fully integrated, self-governing college at Kalgoorlie, based on the constituent institutions of the Federation.

Tertiary Institutions in Western Australia
(Recommendations 7.1 — 7.4)

The Partridge Committee recommended that the Commission study the future development of WAIT, especially with reference to the rate of growth in student numbers and enrolment ceilings within the various schools of study. In addition, it recommended that the Commission initiate an inquiry into the siting, timing and character of future tertiary institutions to be established in the State for the rest of the century. Pending the outcome of such an inquiry, the Committee proposed that the planning which was in progress for a new college of advanced education at Cockburn should be discontinued. The Committee also recommended that Graylands Teachers College be phased out.

The Commission is currently continuing its inquiry into the future establishment of post secondary education institutions in the State. The proposal to establish a new college at Cockburn has been abandoned and, on the advice of the Commission, Graylands Teachers College has been phased out and is to be formally closed on 31 March 1980.

The Commission has continued to monitor and make recommendations regarding student numbers and the development of new courses at WAIT. Moreover, the Commission's study of future developments has focused on broader issues. For example, the Commission recommended that a school of music should not be developed at WAIT after it had investigated the provision of post secondary education in the various performing arts throughout the State. More recently, the Commission has completed a review of art, craft and design education at the post secondary level, and has made recommendations regarding the future development of programs in this broad field at all the post secondary institutions, including WAIT.

The Co-ordination of Post Secondary Education
(Recommendations 8.1 and 8.2)

The Partridge Committee's final recommendations concerned the establishment of the Western Australian Post Secondary Education Commission and its composition. The Commission was established by Act of Parliament in December 1976 along the lines suggested by the Committee, although some changes were made regarding its membership. A number of amendments to the Commission's Act were made in 1979, including a provision to reduce the size of the Commission from 15 to 12 members.

Conclusion

It can be seen from this chapter that the Partridge Committee's recommendations have been substantially put into effect. In those cases where the action taken was not completely in accordance with the recommendations, it was adopted only after a study of the reasons given for the Partridge Committee's decision, and with the added benefit of the views of interested individuals and organisations who had had the opportunity to assess the implications of the Committee's proposals in the light of developments occurring after the release of the Report early in 1976.

It is interesting to note the rates of growth of institutions in the period since the Commission was established, i.e. from 1976 to 1979. (See Table 1 in Appendix III for fuller details).

Institution	Percentage Increases 1976-1979	
	Enrolments	Student Load[1]
	%	%
Murdoch University[2]	59	55
University of WA	-1	1
Churchlands	70	41
Claremont	26	11
Mount Lawley	53	20
Nedlands	7	9
WAIT	5	4
Technical Education Division of the Education Department of WA	12	na

Notes:

1 — Weighted Student Units (WSU) for the universities and Equivalent Full-Time Students (EFTS) for the colleges of advanced education. Student load figures for the TAFE sector are not available.

2 — The Murdoch University figures reflect the fact that 1976 was only the second year of full operation.

It can be seen from the above table that, with the exception of Murdoch, the major growth during this period has taken place in the advanced education sector at the newer Colleges, Churchlands and Mount Lawley, with a moderate rate of growth at Claremont Teachers College. The increases in student numbers at these Colleges may be attributed in part to the phasing-out of Graylands Teachers College, which did not enrol any new students after 1977, and in part to the greater availability of part-time study. In contrast, the rates of growth at WAIT and Nedlands College have been minimal, and student numbers at the University of WA have fallen very slightly. There has been some growth in the TAFE sector, and this reflects the Commonwealth's decision to provide greater support to TAFE following the reports of the Australian Committee on Technical and Further Education in the mid 1970s.

Chapter 4

Ongoing Activities

Planning

In its widest sense, planning is concerned with the future direction of the post secondary education system. Broadly, this covers assessment of the need for post secondary education; the number and siting of institutions appropriate to that need; the specific programs to be conducted in the institutions; and the human and physical resources required or available to conduct the programs. More specifically, it involves making judgments on the balance to be achieved between sometimes conflicting demands, such as those of employers and individuals; or between sectors, for example, university and advanced education. Often these judgments need to be taken in a national as well as a State context, particularly since, although the institutions are nearly all established under Acts of State Parliaments, the Commonwealth Government provides much of the funding. Most developments must eventually reflect the level of funding provided.

Because of the broad nature of the concept of planning, it cannot be readily treated in isolation. Accordingly, there are close relationships between this section and other parts of this review. Similarly, the planning process itself cannot readily be conducted in a self-contained manner. The post secondary education system is dynamic, as are the circumstances which influence it. Thus, while a goal of the Commission is the development of a long range conception of the system on a State-wide basis, this process is constantly subject to short or medium term planning requirements, such as the triennial periods on which the Commonwealth bases its provision of operating funds. At the end of 1979 the Commission completed and forwarded to the Commonwealth Tertiary Education Commission a statement of its views on planning for higher education for the 1982-84 triennium. This will be subject to refinement during 1980 as part of an ongoing Commonwealth/States consultative process.

The Commission is aware that a vital period lies ahead for post secondary education. Fundamental social and educational issues concerning access to education, the nature of the educational opportunities required and the goals of the system within Australian society are being reconsidered. There is some doubt, however, whether they are being seriously debated before government policy decisions are being made, often on the grounds of expediency and economic restriction. This is a matter of concern to the Commission, which will continue to stress the importance of long range strategies in post secondary education planning.

The complex nature of the planning process demands increasing external participation. The Commission welcomes this trend and has endeavoured to tailor its procedures accordingly. Throughout the Commission's existence, planning has proceeded in a difficult and complex environment, and with increasingly stringent financial constraints. It was against this background that the Commission followed up many of the major issues identified in the Partridge Report.

The Williams Committee's Report on Education, Training and Employment, which was concerned with all levels of education, was released in 1979. While the main impetus of that report was towards the processes and quality of education rather than the structures, it will continue to influence planning for years to come. The Commission examined relevant aspects of the report, and will continue to take cognisance of it. However, it considered that many aspects of the report could most profitably be explored in the context of the Commission's ongoing activities and responsibilities, rather than in isolation.

The Williams Report, which expressed concern about the future viability of Murdoch University, led in turn to the establishment in WA of a committee of inquiry into the future of the University, chaired by Professor L.M. Birt, Vice-Chancellor of the University of Wollongong. The Birt Committee met during May-November 1979 and issued a report recommending a number of courses of action aimed at strengthening the University and improving the use of resources within the system generally. The Government accepted the report and established a Co-ordinating Committee to proceed with its implementation and, at the same time, to explore other possibilities for strengthening Murdoch University. The Commission's Chairman, who was a member of the Birt Committee, was also appointed to the Co-ordinating Committee, which was expected to report in about mid-1980. The report will, no doubt, have major planning implications for the Commission, a point strongly made by the Commission in its submission to the Birt Committee.

The planning process is also likely to be materially affected by the Commonwealth and State Committees of Inquiry into Teacher Education which were established in 1978. Their reports are expected to be of particular relevance to WA, where all higher education institutions offer courses in teacher education.

In these circumstances, the planner is often in a dilemma: whether to reach a decision on the best information currently available and hope not unduly to pre-empt the findings of major inquiries; or to await the outcomes of such inquiries in the hope of not being overtaken by events in the meantime. Often, however, external factors determine the timing of decisions. Many aspects of planning involve shared Commonwealth/State responsibilities, and the deadlines associated with government decision-making frequently put severe pressure on the institutions and co-ordinating agencies alike. The Commission recognises the legitimacy, in a democratic society, of the political process and hence the need for gearing its planning procedures so that it is best able to provide sound advice at all times on a wide range of issues.

Planning for the 1982-84 triennium

Triennial planning is an important feature of the Commission's operations. This is well illustrated by an overview of the preparation in 1979 of preliminary planning submissions for the 1982-84 triennium for the university and advanced education sectors. Submissions for technical and further education will be prepared in 1980. In the case of advanced education, the Commission initially established some provisional

general parameters, then sought from the institutions their reactions and their views on how they might develop during the period. With respect to university education, the Commission examined the submissions prepared by the two universities. In the light of these consultations, the Commission presented its plans to the Commonwealth. These plans addressed a range of issues and gave an indication of the Commission's views at several levels: sector, institution and discipline area.

In its general approach, the Commission drew special attention to demographic and development factors affecting WA, where the overall population, and that of the 17-29 year age group, are expected to grow during the period 1979-84 by rates approximately double those for Australia as a whole. At the same time, it was noted that the participation rates in WA, expressed as a ratio of the total number of enrolments to the 17-29 year population, were well below the national average for university education, but for higher education as a whole and for advanced education in particular, were well above the national averages. The Commission considered that a continuation of the virtual no-growth situation which had prevailed for some time would give rise to increasing problems, especially as, if prolonged, it would result in a significant reduction in educational opportunities. In addition, the Commission drew attention to the progressive deterioration in the real levels of funding and to the serious implications for such areas as staffing, research and equipment, and hence, the overall quality of the education provided for students.

In this context certain initiatives foreshadowed by the Commission are of special relevance —

- consideration of the development of further co-operative teaching arrangements among the institutions;
- exploration of ways of increasing flexibility and scope for innovation in academic programs;
- examination of the provision of recurrent education in various forms;
- examination of the provision of courses by the external mode; and
- development of the regional college concept, as initially exemplified in the Pilbara Colleges, with a possible view to its application in other areas of the State.

In preparing proposals for the triennium, the Commission reached the following conclusions about the development of the institutions in Perth —

- Murdoch University should be further developed, especially at the higher degree level.
- The University of WA should not grow beyond its agreed 1981 enrolments.
- The WA Institute of Technology, which already has a very wide range of course offerings, should not grow significantly beyond its agreed 1981 enrolments. Any new developments should be associated largely with internal redistributions and, possibly, result in a higher proportion of post-graduate enrolments.
- Churchlands College should remain essentially in its existing teaching areas of business studies and teacher education, but with a possibility of developing liberal arts and TAFE courses. Any significant overall expansion should be in business studies.
- Claremont Teachers College should remain essentially in primary teacher education.
- Mount Lawley College should remain in primary teacher education, liberal arts and performing arts, with no significant overall increase in student load.
- Nedlands College should remain in teacher education and liberal arts (recreation and library media), with no significant overall increase in student load.

These conclusions involved consideration of a number of areas of study, of which the following represent major examples —

Business Courses

In the mid-1970s a need was seen for the development of further courses in business studies to meet demands which were not being met by existing courses at WAIT or the Technical Education Division. It was decided that a Bachelor's Degree program would be introduced at Churchlands College in 1976. Subsequently, the Commission agreed that the program should undergo a period of staged development, and that a major School of Business should be established, which would complement existing programs through offering anpropriate specialisations at a number of levels.

Performing Arts

An Academy of the Performing Arts is now developing within Mount Lawley College. In the first instance, courses will be at the TAFE level, but advanced education courses may follow. Initial developments will be in music, with an emphasis on performance, and will involve co-operative arrangements with other institutions.

Liberal Studies

The first course of this type was approved for introduction in 1980 at Mount Lawley College, under closely defined conditions. These were that enrolments would be restricted; that the course would be seen as an Associate Diploma only and not the forerunner of a Bachelor's Degree course; that it would be based on units of study from existing courses; and that it would have a local community orientation. The Commission will be closely monitoring this innovation which it sees as a possibility for introduction elsewhere.

Teacher Education

As in other States, this area has been under close scrutiny for a long time. Over a period of years up to 1975 there had been a considerable expansion of facilities for teacher education courses. With increasing evidence that a substantial oversupply of teachers was likely to emerge, action was taken to reduce intakes for 1976. Since about that time many post-experience courses have been introduced — both Bachelor's Degree courses in Education and Graduate Diploma courses — to meet a heavy demand from

teachers wishing to update skills and to acquire new, specialised skills. During this period further reductions have been made in intakes to pre-service courses. Table 2 in Appendix III indicates the extent of the trend from pre-service to post-experience courses in intakes during the period 1976-1979. Moreover, while the figures show an increase in total intakes in terms of student numbers, there is virtually no increase in terms of equivalent full-time students, because of a major shift from full-time to part-time and external enrolments. Teacher education represents a major, and for a number of institutions the major, activity in each higher education institution. Substantial resources are involved and quite large numbers of people graduate each year. These numbers have been a matter of considerable public controversy, and frequent calls have been made for reductions, often of a major nature. The Commission, however, has drawn attention to the relative unreliability of manpower predictions, and has generally taken the view that sudden major shifts are undesirable. As indicated earlier in this report, there are several important social and educational issues which the Commission believes should be widely debated and resolved so that a sound basis can be developed for planning teacher education intakes. The Commission intends to participate in the near future in the exploration of these issues.

Finally, planning must make allowance for what already exists. Table 1 of Appendix III shows enrolment data for each institution in the years 1973, 1976 and 1979. The following facts emerge —

- There has been growth in all three sectors during both three-year periods.
- In each sector of higher education the growth rate between 1976 and 1979 has been significantly lower than that between 1973 and 1976, reflecting, in part, the national guidelines on student places and funding policies.
- In recent years the growth rate has been high in the TAFE sector.
- The growth rate for full-time enrolments has slowed significantly, but that for part-time and, especially, external enrolments has increased.

Planning for the 1982-84 triennium proceeded against this background and involves further reductions in growth rates. In this environment the Commission will need to concentrate on the optimal development of resources. This will call for maximum co-operation on the part of all interested parties.

Development of New Courses

The Commission has always regarded as very important its involvement in this area, for apart from their research and community involvement, the institutions are, essentially, what they teach. The Commission sees its role as one of making a constructive contribution to the process of identifying those courses which would meet the legitimate needs of individuals, employers and society. This process has become more complicated and competitive in the recent economic climate in which there is an increasing danger that courses for which there is a genuine and strong need may not be able to be introduced.

The process of course development is a complex one, involving different philosophies and procedures for the university, advanced education and TAFE sectors. For a clear appreciation of the Commission's role it is necessary to adopt a historical perspective.

In the period leading up to the establishment of the Commission, the procedures varied among the three sectors. The universities exercised their own discretion with respect to the introduction of courses, consulting with the Universities Commission only in the case of relatively major developments. With respect to technical and further education, the Education Department of WA alone determined which courses would be run within its colleges and centres. In the case of colleges of advanced education, however, proposals for new courses were submitted to WAPSEC's predecessor, the WA Tertiary Education Commission, which, if it supported the proposals, sought the approval of the Commonwealth Commission on Advanced Education. At the same time, the funding for university and advanced education courses came from the Commonwealth, but the funding of TAFE courses came almost entirely from the State.

As part of its broader role, the Commission considers new course proposals for all three sectors. While recognising that there are differences among the sectors and that these differences sometimes call for different approaches by the Commission in meeting its responsibilities, the Commission believes that the course development process proceeds most effectively if all new proposals are considered together, so that the impact of each proposal on any other institution may be assessed. To facilitate this process, the Commission from its inception created groups of specialist advisory committees consisting almost entirely of people from the institutions with relevant expertise. In addition, the institutions themselves were given the opportunity to comment on all proposals and on preliminary conclusions reached by the Commission. This consultative process was progressively expanded and by 1979 had become very time-consuming and complicated. The Commission intends to introduce significant changes which will improve the process without prejudicing the quality of its recommendations.

A major problem encountered by the Commission during its first three years was the difficulty in implementing, in consultation with the institutions, procedures, including workable timetables, for the development and consideration of proposals. The Commonwealth procedures and timetables for advanced education course proposals were modified each year, often at relatively short notice. The Commission welcomed the Commonwealth decision in 1979 to devolve to the States much of the decision-making power in this area. It believes that State bodies are better placed to make the judgments in most instances.

During the three-year period the Commission received a large number of proposals covering all three sectors. The stringent financial situation and the associated Commonwealth guidelines meant that the Commission was unable to recommend support for

many proposals which might have been acceptable in other circumstances. Nevertheless, the period has produced a number of significant educational developments. Reference is made in the previous section to developments in particular discipline areas such as business studies, teacher education and liberal and performing arts. Some of the broader considerations in the light of which those developments are proceeding are mentioned below.

Courses at the Advanced Education /TAFE Interface
While this issue has not been so controversial in WA as in some other States, the Commission considered that it should develop a policy and decided that —

(a) Associate Diploma courses will be supported in TAFE institutions where such provision can be clearly demonstrated as meeting real needs. does not unnecessarily duplicate similar provisions elsewhere in the region and generally builds upon existing resources or strengths. The funding of such courses will be pursued with the Commonwealth, as necessary.

(b) Certificate courses, that is undergraduate courses which do not meet Bachelor's Degree, Diploma or Associate Diploma (UG1, UG2 or UG3) criteria, will be supported in colleges of advanced education where such provision can be clearly demonstrated as meeting real needs, does not unnecessarily duplicate similar provision elsewhere in the region and generally builds upon existing resources or strengths. The funding of such courses will be pursued with the State Government with a view to ensuring that some State monies, in addition to a share of Commonwealth TAFE grants, are contributed towards such courses.

The first course to be offered at the Academy of the Performing Arts at Mount Lawley was to be a Certificate course for music teachers, which was to commence in 1980. In addition, the Commission recommended support in principle for the introduction at WAIT in 1981 of a Certificate course in Farm Management. The Commission also supported the introduction in the newer Colleges in 1980/1981 of Associate Diploma courses in Liberal Arts. It considered that such courses were consistent with the emerging roles of the Colleges in their communities, and would afford students greater career flexibility. They also had the added benefit of enabling the Colleges to deploy their resources to greater advantage. The courses are to be the subject of early review and are not seen as the precursors of Bachelor of Arts courses.

Master's Degree Courses
Among the colleges of advanced education, only WAIT has run courses at this level. The first were introduced in 1975, and by 1980 the number was still relatively small and unevenly spread among the Schools of the Institute. The Commission expects that as a result of proposals put forward in 1979 there will be a broader range of such courses. In all instances, the courses will have followed the introduction in the same subject area of Graduate Diploma courses, which normally constitute the first stage of the Master's Degree programs. The Commission is aware that other Colleges are interested in introducing Master's Degree courses. It believes that further consolidation is needed first, but that in due course limited access to this level may be appropriate.

Shared Courses
In 1979 the Commission was pleased to support the introduction at WAIT in the second semester of 1980 of a Graduate Diploma course in Maritime Archaeology. An interesting feature of this course is the contribution to be made by the Western Australian Museum and the University of WA. Programs to be provided at the Academy of the Performing Arts at Mount Lawley are also expected to involve reciprocal arrangements with institutions and groups associated with performance with respect to the sharing of facilities and expertise. The Commission welcomes such developments, and believes that in the emerging circumstances there will be an increasing need for co-operative teaching in a number of forms to optimise the use of the extensive and costly resources available throughout the system and elsewhere in the community.

Course Accreditation

The other aspect of course development is course accreditation which, in essence, is a form of quality control applied once a course is initiated. In the university and TAFE sectors, "accreditation" is largely internal, although in several areas, such as engineering, the relevant professional associations conduct their own form of external accreditation in addition.

Following national agreement, a system of external accreditation was developed for advanced education courses (which may be also subject to accreditation by the professional associations). This system, introduced at the end of 1971, involves registration by a federal body, the Australian Council on Awards in Advanced Education (ACAAE), following accreditation by the recognised State body (in Western Australia, the Commission). The accrediting body uses assessment procedures which it has developed but which are also acceptable to the ACAAE; and general guidelines on standards which have been promulgated through the ACAAE. An award is normally registered for a period of five years, after which it may be re-accredited and re-registered.

There are separate guidelines for five levels of award —

Category PG2 :	Master's Degree (typically 2 years full-time)
Category PG1 :	Graduate Diploma (typically 1 year full-time)
Category UG1 :	Bachelor's Degree (typically 3-4 years full-time)
Category UG2 :	Diploma (typically 3 years full-time)
Category UG3 :	Associate Diploma (typically 2 years full-time)

Agreement was also reached that, largely in order to minimise the proliferation of titles that once existed,

the range of titles for some categories — PG2, UG1 and UG2 — should be restricted to the following —

Applied Science
Architecture
Arts
Business
Education
Engineering
Law

As courses at the other two levels tend to be more narrow and specialised, the need for such restriction was not so great.

While accreditation procedures vary among the States, they are all concerned basically with the appropriateness of course objectives, structure and content, and the level of human and physical resources provided for the course. In Western Australia, the Commission initially adopted the policies and procedures of its predecessor and, while these have been modified in consultation with the institutions, they remain essentially similar. The main feature of the procedure is the establishment by the Commission, at the request of the institution, of an *ad hoc* panel consisting mainly or wholly of nominations from the institution, within agreed categories, e.g., practitioner, academic specialist, etc. In cases of initial accreditation, panels are wholly external to the institution and tend to include one or two people from outside the State. Panels reviewing accredited courses tend to be smaller and, frequently, wholly local and with a minority of the membership internal to the institution.

When a panel has been established, the institution forwards a submission for its consideration. The panel conducts an intensive assessment over a period of three or four days, which may be consecutive. The assessment typically involves discussions with staff and students and inspection of buildings and equipment. It is collegial in nature, affording opportunities for exchanges of information and views. When a panel reports to the Commission that it is satisfied that a proposal meets the relevant criteria, the Commission, after considering the panel's report, accredits the course and, at the request of the institution concerned, forwards an application to the ACAAE for the course to be registered.

There are several advantages in registration. It provides more ready recognition of advanced education qualifications interstate and overseas, and reduces confusion about the meaning of course titles. Some employers such as the Commonwealth Public Service use the National Register as a guide to the acceptability of qualifications for appointment to certain positions.

During the period under review, the whole process of accreditation/registration has been under almost constant examination, not only in terms of the charter of the ACAAE, but also as a result of the establishment of the Williams Committee. While this Committee recommended devolution of academic decision-making powers, the overall tenor of its report was that of evolutionary, rather than sudden change. The Commission will be reviewing its approach to accreditation in this context, and in so doing, will be consulting widely. It has already benefited from the review conducted by the ACAAE, in the course of which senior representatives of various State accrediting agencies have been involved in mutual assessments of each other's procedures.

Chapter 5

Specific Inquiries

Reference has been made in previous chapters to a number of studies which have been undertaken by the Commission since its inception. These are referred to in more detail below.

Future of the Teachers Centre for Continuing Education

The Centre was established by the Education Department of Western Australia as an in-service institution to provide opportunities for teachers to undertake further study, on a part-time or external basis, in order to upgrade their professional qualifications, and in particular, with a view to advancement in salary and status. The Partridge Committee recommended that the Centre be phased out, on the understanding that comparable study opportunities for teachers be available elsewhere within the education system.

An *ad hoc* sub-committee of the Commission commenced examination of this recommendation early in 1977 by identifying issues and circulating them to interested parties for comment. A number of submissions and deputations was received.

The Commission found that the Centre had operated effectively over many years, and had played an important role during a period of limited opportunity for part-time and external study. However, with the expansion of the university and college sectors in the 1970s, such opportunities improved markedly, so that the Education Department was able to indicate its belief that courses appropriate to its needs had become available at these institutions, and to support the recommendation for phasing out the Centre.

Enrolments at the Centre had fallen by approximately one-half between 1974 and 1977, and further declines in enrolments were expected. Moreover, the courses at the Centre were geared specifically to the requirements of the Education Department, although it is generally held that academic and professional qualifications should be as widely acceptable as possible.

In the light of the foregoing comments and evidence the Commission endorsed the recommendation of the Partridge Committee and in June 1977 submitted to the Minister for Education a report which recommended —

(i) that the Centre be phased out over a period of three years commencing in 1978;

(ii) that the phasing out be well publicised;

(iii) that no new students be permitted to enrol; and

(iv) that all possible steps be taken to ensure that the rights and interests of members of the staff were preserved.

The Minister accepted these recommendations, and steps were taken to phase out the Centre. It is to be finally closed in 1980.

Future of Graylands Teachers College

The College was established in 1955 in temporary accommodation on a three-hectare site in the Graylands Migrant Hostel to help cater for an increased demand for courses in primary teacher education. Claremont Teachers College, which previously had been the only institution providing such courses, had become unable to meet this demand. At the time it was envisaged that the College would function on the Graylands site for no more than five years, and although the question of its relocation to various other sites arose on several occasions, it was never resolved decisively, and the relatively poor facilities were kept on minimum maintenance without any significant additions.

Some time later, there was a substantial expansion of facilities for teacher education, particularly for teaching in the primary area. The Western Australian Secondary Teachers College was established in 1967, and the years 1970-1975 saw the opening of Mount Lawley and Churchlands Teachers Colleges, the School of Teacher Education at WAIT, and Murdoch University. By the end of this period, however, when the Partridge Committee was conducting its inquiry, the need for a significant reduction in intakes to pre-service teacher education courses had become apparent.

The Partridge Committee considered that projections of student numbers in Western Australian universities and colleges of advanced education to 1980 indicated that no new tertiary institution should be established during the next decade. It also found that in view of the expected reduction in the demand for teachers, additional student places in teacher education would not be needed. Consequently, it was unlikely that a case for establishing a new institution incorporating Graylands Teachers College could be supported. The Committee also noted that the size of the College site and its proximity to a majority of the institutions in Perth would preclude significant growth or diversification. The Partridge Committee recommended that the College should be phased out and its resources distributed among the remaining teachers colleges.

Early in 1977, the Commission established a sub-committee to examine the recommendation. The Commission subsequently accepted the committee's report and recommended to the Minister for Education that the College be closed. In reaching this conclusion, the Commission took into account the fact that although the College's facilities were relatively poor, there were serious doubts as to whether it could be relocated in the near future, especially since it was unlikely that Commonwealth funds would be made available for this purpose. In addition, the Commission endorsed the Partridge Committee's view that neither a new tertiary institution nor additional places in teacher education were likely to be needed in the near future. The Commission also considered

that needs would best be met by a smaller number of larger institutions, and was aware that resources in some primary teachers colleges were not being used to the full. The possibility of merging Graylands with another existing institution was suggested to the Commission, but was rejected.

The Commission's recommendations, which were submitted to the Minister in August 1977, provided for the gradual phasing out of Graylands Teachers College by the end of 1979 and the progressive distribution of its resources to Churchlands and Mount Lawley Colleges and, to a smaller extent, to Claremont Teachers College. The Commission emphasised that all possible steps should be taken to protect the interests of staff affected by the closure of the College. The major responsibility for effecting the phasing out process was given to the WA Teacher Education Authority.

The Minister announced that the Government had accepted these recommendations, and paid tribute to the contribution made by the College over the years. Before the end of the year a plan had been evolved which provided for the redistribution of students at the beginning of 1978 to Mount Lawley, Churchlands and Claremont Teachers Colleges, almost exactly in the ratio 3:2:1. A corresponding redistribution of staff was expected to result in approximately two-thirds of Graylands staff being relocated at the College of their first preference.

The phasing out process was implemented, and the last students left Graylands at the end of 1979. The College's closure is expected to be finalised on 31 March 1980, when its site will be used for other Government purposes. The Commission considers that the outcome represents a very satisfactory solution to a difficult problem, and commends the professional approach adopted by all concerned.

Eastern Goldfields Federation of Post Secondary Education Institutions

The Partridge Committee, in considering post secondary education in country areas, had focused its attention on the Eastern Goldfields region. There were at the time two substantial post secondary education institutions in Kalgoorlie: the Eastern Goldfields Technical College and the WA School of Mines. The School of Mines had been incorporated with WAIT in 1969, and subsequently a residential college, Agricola College, had been constructed on an adjacent site and affiliated with the School. At the time of the Partridge Committee's inquiry, demand for technical and further education courses was strong, but the WA School of Mines was experiencing a progressive decline in enrolments. This was attributed mainly to its discontinuance of sub-tertiary courses. In addition, mining operations in Western Australia, which previously had been centred in the Eastern Goldfields region, had become more diversified and widely scattered throughout the State. The Partridge Committee, after considering various possible courses of action, recommended that the degree level courses at the WA School of Mines be transferred to WAIT's main campus in Perth.

This matter was subsequently referred to the Commission by the State Government, and a sub-committee was established to examine the proposal and report to the Commission. The committee considered the question in the context of the post secondary education needs both of the mining industry in the State and of the Eastern Goldfields community, bearing in mind the factors identified in the Partridge Report.

The following options were considered —

(i) Moving the tertiary courses to Perth, and —

  (a) developing WAIT's School of Mining and Mineral Technology (which spans both campuses and subsumes the major part of the School of Mines) on the Perth campus; and
  (b) developing a comprehensive institution at Kalgoorlie using the School of Mines campus.

(ii) Retaining the tertiary courses at Kalgoorlie, and —

  (a) maintaining the *status quo*, i.e. two separate institutions, with limited co-operation;
  (b) developing an integrated single institution with its own executive authority; or
  (c) developing a federation of institutions with some formal prescribed co-operative arrangements.

In assessing these options, the committee considered a range of economic, educational and community factors. Strong views were expressed by many parties in relation to the various proposals and the Commission, after considering the committee's report, experienced some difficulty in reaching a recommendation. However, in September 1977 the Commission agreed by a majority to recommend to the Government that the establishment of a federation of post secondary education institutions in Kalgoorlie be approved in principle. It further recommended that a committee be established by the Commission, with representatives from WAIT and the Education Department, to prepare detailed proposals relating to —

(i) the development of the federation of institutions, including provision for appropriate formal co-operative agreements to be entered into by WAIT, the Education Department and other relevant institutions;

(ii) the gradual development of a community college within the federation of institutions, and the steps which might be taken to enable this to evolve into an integrated institution; and

(iii) the additional funding that might be necessary to establish and operate functional institutions within the federation.

In announcing the Government's acceptance of the Commission's recommendations in October 1977, the Minister for Education referred to the high academic standing of the WA School of Mines within the mining industry, and its close links with the community. He also emphasised the importance of having a school of excellence associated with the mining industry and located in a mining environment.

A Steering Committee was appointed to advise on the implementation of the decision. The Committee met for the first time in December 1977, and held its last formal meeting in November 1978.

Specific tasks for the Steering Committee were outlined in its terms of reference as follows —

To advise the Minister for Education on —

(a) the composition and powers of a governing board for the total educational complex;

(b) formal agreements that may be necessary between the parties involved;

(c) staffing procedures and conditions;

(d) financial implications;

(e) general specifications for a building construction program and site utilisation; and

(f) other matters that may be deemed relevant by the Committee in reporting on the establishment stage of the new educational complex.

In September the Committee was able to present to the Minister for Education an interim statement which contained proposals relating to the establishment of a Federation Council, the responsibilities of the Council and a number of matters on which the Steering Committee expected to provide further information before handing over responsibility for the development of the Federation to the proposed Council.

Subsequently, on 21 September 1978, the Minister for Education announced that a Council would be established for the proposed Federation of Post Secondary Education Institutions in the Eastern Goldfields. The Council would include representation from the Goldfields community; WAIT and the Education Department; and staff and students of the WA School of Mines and the Eastern Goldfields Technical College. In December the Minister announced the membership of the Council which was to be chaired by Mr. J. McDermott, a prominent member of the mining community in the Eastern Goldfields.

The following terms of reference were established for the Council by the Minister —

The Council will have advisory, management and planning functions. Its responsibilities will be —

(i) to advise the Federation's parent bodies — WAIT and the Education Department — on general policy matters affecting the development of the Federation and its member institutions, i.e. the WA School of Mines and the Eastern Goldfields Technical College;

(ii) to prepare budget proposals for consideration by WAIT and the Education Department;

(iii) to liaise with community and with industry for the development of post secondary education;

(iv) to manage within approved policies and approved budgetary resources the internal affairs of the Federation;

(v) to develop within the context of the relationship of the Federation to its parent bodies the co-operative and integrated utilisation of the resources of the member institutions; and

(vi) to prepare a plan within the next two years for the possibility of the development of a fully integrated self-governing college and the implications thereof.

The Minister also detailed a number of specific functions of the Council, to be carried out within the framework of the general responsibilities outlined above.

The Steering Committee presented to the Federation Council a number of information papers which it had prepared before concluding its activities. These included broad proposals for the establishment of the Federation on three adjacent campuses: the existing site of the WA School of Mines; land next to Agricola Residential College; and the site and some of the buildings of the former Christian Brothers College. The proposals advocated the integrated use, where practical, of the existing facilities at the WA School of Mines and the Agricola Residential College. They indicated that the buildings on the Technical College's existing site, which included a number of facilities in poor condition, should be progressively replaced by new developments on the three campuses designated as the combined site for the Federation.

The Federation Council held its first meeting in February 1979, and accepted in principle the proposals of the Steering Committee. The Council identified building priorities, and construction began soon afterwards. Art facilities have been provided on the former Christian Brothers College site, and a new building for Commercial, Accounting and Management Studies has been completed on the site adjacent to Agricola College. This building was officially opened by the Governor in November 1979.

The Federation Council is preparing proposals regarding models for the development of the Federation so as to cater for the constituent institutions in a rational way.

Future of Technical Education

Technical education courses are conducted throughout the State by the Technical Education Division which, since its inception, has been part of the Education Department. In recent years, there has been a rapid increase in enrolments over a very wide range of courses.

The Partridge Committee had recommended that technical education be separated from the Education Department and that it be administered through a separate statutory authority. The matter was subsequently referred to the Commission.

In reaching its conclusions, the Partridge Committee noted major fundamental differences between the nature of technical education and that of primary and secondary education with respect to the characteristics of the courses, staff and students. In addition, it considered that the upgrading and expansion of technical education, which it regarded as of a high

priority, would require a substantially higher level of funding than had been provided in the past. The Committee also emphasised that technical education, which catered increasingly for adults, was much more closely related to tertiary education than to primary and secondary education, and would require increasing flexibility to meet changing needs.

The Commission established a sub-committee to examine the matter. The committee identified a number of issues to form a basis for comment, and sought submissions from members of the public and, by direct invitation, from interested parties. The committee took special note of other developments in co-ordination since the release of the Partridge Report. During this time, the Education Department had proceeded to re-examine its approach to the administration of education, and this had led, for example, to a reorganisation of the Department on a functional basis with respect to primary and secondary education.

In the Department's submission it was suggested that, with the creation of some new senior positions, technical education would be appropriately administered in this new environment without the need for separation. Most submissions, however, did not question the validity of the Partridge Report's recommendations. They doubted whether the necessary upgrading would occur in the absence of separation, and in fact assumed that separation would take place. The committee endorsed the recommendation that technical education should be separately administered, and concentrated on devising the most appropriate means of implementation. Three possible administrative structures were considered, namely a Public Service Department, a Public Service Authority and a Statutory Authority. The committee considered that separation could be achieved at minimal extra cost, whichever option were chosen.

The committee reported to the Commission, which was divided on the appropriate solution but, by majority vote, recommended that technical education should be separated from the Education Department and administered by a Statutory Authority. It was argued that this form of administration would be the most appropriate since it had the advantage of providing greater flexibility and responsiveness; scope for stronger educational leadership; and a greater opportunity for active participation as a full partner in the overall post secondary education sector. It was considered that such a climate would be more conducive to fostering in the colleges a greater measure of autonomy, which was seen by many to be the hallmark of a truly post secondary education institution.

The Commission recommended that the Government accept in principle that the Technical Education Division would separate eventually from the Education Department and would operate as a separate organisation; and that this objective should be achieved not later than 1 January, 1980. In addition, it recommended that separation be effected in three stages, and that the nature of the separate organisation and the rate of movement towards that goal should be dependent on further experience obtained during the prescribed stages of implementation.

In November 1977 the Minister for Education announced that at that time the Government was not prepared to make a firm commitment to separation, but might review the question after certain changes had been implemented. He indicated that in view of the wide agreement that technical education had not kept pace with the requirements of Western Australia and that sufficient attention had not been paid to long term planning and relationships with industry, it was agreed that early changes were needed which did not necessarily relate immediately to the question of separation. Accordingly, the Government had decided —

(i) that the Technical Education Division be immediately upgraded in status and become a more identifiable sub-department, headed by an Assistant Director-General, to be appointed following wide advertisement; and

(ii) that a Technical Education Advisory Council be established to advise the Minister and Government on the development, nature and policy of technical education. Its terms of reference were to be generally in accordance with those outlined in the Commission's recommendation, but its membership was to comprise an independent chairman and nine members representative of industry, labour, education and the community.

The position of Assistant Director-General (Technical Education) was created in 1978. Subsequently, a Technical Education Advisory Council was established, which met for the first time in March, 1979. The Minister is currently reviewing the position of the Technical Education Division within the Education Department.

Education for the Performing Arts

Two proposals relating to music education were submitted to the Commission in 1977, one for the development of executant studies in music at the Western Australian Institute of Technology and the other for the establishment of a graduate diploma course in music education at Churchlands College.

An earlier plan to develop music studies at WAIT, after being approved by the then Western Australian Tertiary Education Commission and the then Commission on Advanced Education, had been deferred in 1975 in accordance with the Commonwealth Government's decision to defer all new initiatives within tertiary institutions at that time. Subsequently, the Partridge Committee had expressed misgivings about the proposal to develop music studies at WAIT and had suggested that the question of establishing a new school or conservatorium of music should be re-opened.

The Commission considered the WAIT and Churchlands proposals in 1977 and came to the conclusion that there was a need to undertake a detailed review of education needs in the peforming arts as a whole and that decisions on the two proposals should be deferred pending this review.

A Performing Arts Advisory Committee was established in October 1977, to assess and report on the overall need for education in the performing arts and

the nature and location of the required physical facilities. The Committee was also asked to comment as to whether the proposed courses in music at WAIT and Churchlands might fit into an overall plan for education in the performing arts in Western Australia.

One of the major concerns of the Committee was to ensure that unnecessary duplication of facilities and resources should be avoided, especially in this area, where the cost of providing theatres, studios, musical instruments, film and television equipment and the like is extremely high. The Committee therefore developed the view that institutions and community groups should be encouraged to share facilities and resources wherever practicable so that buildings and equipment could receive maximum use. In addition, the Committee was aware of the part played by the community in supporting the performing arts, both as participants and as audience, and was concerned that education in the performing arts should be made available to as wide a section of the community as possible.

A consideration of all the available material led the Committee to the conclusion that, compared with other States, Western Australia was deficient in its provision of educational opportunities in music, dance and theatre at the post secondary level. There was seen to be a need for facilities to provide a range of programs in these fields, including courses for students who wished to become professional performers and teachers of performance; refresher and upgrading courses for teachers of performance; part-time courses for people interested in the performing arts as an avocational activity; and adult education courses to enable audiences to become more discerning and appreciative.

The Committee found that additional facilities were not required initially in the fields of film and television, since professional courses were already provided at degree level by WAIT and at non-degree level by the Perth Institute of Film and Television (PIFT). It was suggested that funds might be allocated to PIFT to support its educational activities, and that such an arrangement be kept under review.

It became clear that the number of full-time students in the performing arts would need to be restricted because of limited employment opportunities for graduates. However, a pressing need was for short and part-time courses for members of the community who wished to pursue a line of study as an interest rather than as a vocation. There was therefore a need for flexibility in terms of duration of courses, admission requirements and location of courses throughout the metropolitan area and also in country areas, where existing opportunities were found to be severely limited.

The Committee concluded that the required facilities and courses would be most effectively provided by an institution specifically designed for the purpose. Accordingly, it recommended —

- that a College of the Performing Arts be established to provide post secondary education in the areas of music, dance and theatre; and
- that the College be developed either by creating a new autonomous institution, by modifying the role and function of an existing institution, or by creating a semi-autonomous body within an existing institution.

The Committee stated that the role of the College would be to provide post secondary education in the areas of music, dance and theatre and, more specifically —

(i) to provide full-time courses for a limited number of gifted students who aspired to careers as performers and/or as private teachers of performance;

(ii) to provide part-time courses in performance method for teacher education students enrolled at other institutions;

(iii) to provide, mainly through part-time courses or intensive short workshops, professional upgrading for performers and for private and institutional teachers of performance;

(iv) to provide part-time courses and workshops for talented, mature persons primarily interested in the performing arts as an avocational activity;

(v) in view of the dual executant/audience nature of performing arts education, to provide enrichment courses on a wide basis as part of an adult education program;

(vi) to offer services away from the main campus both in the metropolitan area and in country areas in order to benefit as many sections of the community as possible; and

(vii) to serve the entire post secondary sector by providing specialist tuition for certain students in skills for which the individual institutions may not be able to maintain fully qualified staff because of limited demand. It would be hoped that a generous system of transferable credits would develop so that institutions would accept such study for credit in their various courses and programs.

The Committee stressed that the College should be designed to serve the whole community, and whilst it would require a main campus to serve as a central teaching and administrative facility, it would also make use of physical and human resources available at various locations throughout the State. In addition, the College should be prepared to offer services to a wide range of metropolitan and country areas. It should not be seen as competing with other undertakings, but rather as supporting and supplementing a wide variety of efforts. In this regard, consideration might be given to taking over the functions of the Graduate College of Dance, which was experiencing severe financial difficulties, or to inviting bodies such as the Western Australian Opera Company to seek affiliation.

The Commission adopted the Committee's recommendations and submitted a report to the Minister for Education in May 1978. The report was released for general distribution so that interested individuals and organisations would have the opportunity to comment on the proposals before detailed plans for implementation were made. Subsequently, after a number of responses had been considered, interested institutions were invited to submit proposals for establishing a semi-autonomous College of the Performing Arts within their respective campuses. All of the colleges of advanced education (except Gray-

lands Teachers College) expressed interest in establishing the proposed College and the Commission's task of selecting a suitable location was not an easy one. However, it came to the conclusion that circumstances favoured Mount Lawley College, and invited that College to prepare detailed proposals for the establishment on its campus of the proposed institution. The Commission also approved Churchlands College's proposal to introduce a graduate diploma course in music education, and the course commenced in February 1979.

Subsequently, in May 1979, the Commission recommended to the Minister for Education that a Western Australian Academy of the Performing Arts be established at Mount Lawley College. The Minister accepted this recommendation, and the Academy was officially opened on 3 December 1979.

Administration of the Teachers Colleges

The five teachers colleges in the State were administered by the Education Department until 1972, when they were established as constituent colleges of the Western Australian Teacher Education Authority under the provisions of the Teacher Education Act. Subsequently, the Partridge Committee recommended that this Act be repealed and replaced by legislation to provide for the creation of a multi-campus institution to be known as the Western Australian College of Advanced Education.

This matter was referred to the Commission, which examined in detail the reasons given for the Partridge Committee's recommendation and also the views of the teachers colleges, the Western Australian Teacher Education Authority and other interested parties, many of which were opposed to the Partridge Committee's proposal.

The Commission was concerned that economic efficiency should be achieved in the administration of the institutions and was particularly anxious to avoid duplication of administrative functions. Information was sought regarding administrative patterns in other States, and it was found that Western Australia, with a comparatively small number of teachers colleges, was the only State in which co-ordination and supervision were exercised at different levels by two bodies, namely the Western Australian Teacher Education Authority and the Western Australian Post Secondary Education Commission.

The Commission outlined three possible models which, although not exhaustive, formed a useful basis for discussion —

(i) **Option A**
Abolition of the WA Teacher Education Authority and its replacement by a single, multi-campus institution with the emphasis placed on centralised responsibility for all major policies.

(ii) **Option B**
Retention of the WA Teacher Education Authority, even if renamed, possibly with some adjustments to the respective responsibilities of the Commission, the Authority and its colleges. This would represent an adaptation of the present position.

(iii) **Option C**
Abolition of the WA Teacher Education Authority, leaving the colleges as independent institutions — possibly with some amendments to their relationships with the Western Australian Post Seconary Education Commission and/or the Minister.

In assessing these options, the Commission was aware that many of the issues involved were not subject to empirical analysis and a solution could not be found merely by adding up the plusses and minuses. It was necessary to exercise a large degree of judgment and to rely on the collective wisdom of a number of people. For example, on the one hand considerable argument could be developed in favour of economy of scale for a larger institution and yet it would be by no means certain that such economies would ensue, particularly if that larger institution were to be dispersed over a number of campuses. On the other hand, considerable advantages could be claimed for institutional autonomy without these benefits necessarily accruing to the system.

The Commission considered the advantages and disadvantages of each of the options in the light of the existing and likely future configuration of post secondary education institutions in the State, with special reference to the teachers colleges.

The decision to phase out Graylands Teachers College had been announced late in the previous year. Of the remaining four teachers colleges, some wished to develop in areas other than teacher education. It was possible that teachers colleges might in the future be authorised to offer programs in the technical and further education sector, and special interest had been expressed in courses of particular relevance to local communities. While it was not clear whether any of these developments would take place, it was likely that at least some of the teachers colleges would gradually diversify.

The relative efficiency of large as against small institutions and single campus as against multi-campus colleges was also discussed, along with the difficulties likely to be encountered in determining the respective spheres of influence of the college principals and the co-ordinating authorities in each of the models under consideration.

The Commission concluded that, on balance, the third option was to be preferred, provided that certain steps were taken to strengthen co-ordination when the colleges became self-governing. The following advantages were seen in this arrangement —

(i) The intangible but real advantages associated with an institution being in control of its own destiny and therefore being able to involve staff at a local level of decision-making.

(ii) The importance of a strong relationship between the college and the local community in which participation by the community and the provision of resources for community use seemed more likely to develop with a real sense of participation.

(iii) Overall, with certain safeguards, administrative overhead costs would be reduced.

(iv) As colleges diversified and became possibly multi-purpose and multi-level, greater flexibility

could enable them to adapt to changing circumstances.

(v) Undue arguing and political manoeuvring within a central council would be avoided.

(vi) Transition from the existing position where senior staff were appointed with certain expectations would be considerably easier.

(vii) College Boards would know where they stood and would be required to accept full responsibility for their decisions.

In addition, it was considered that there should be legislation to cover certain aspects of the colleges' powers and to change the powers and composition of the college boards.

In summary, the recommendations submitted to the Minister for Education were that —

(i) the Teacher Education Act be repealed and the Western Australian Teacher Education Authority be disbanded;

(ii) new legislation be enacted in the spring session of 1978 to establish the Colleges as independent self-governing institutions, subject to existing State legislation and the authority of the Commission;

(iii) the new legislation provide for certain changes in the responsibilities and composition of College Boards; and

(iv) on acceptance in principle of the above, the Western Australian Post Secondary Education Commission, after consultation with appropriate groups, make recommendations on the new legislation and other changes, on co-operative relationships between Colleges and on the rights and interests of the head office staff of the Western Australian Teacher Education Authority.

The Premier, in announcing the Government's acceptance of the recommendations, referred to the fact that the colleges were already co-operating with each other and with other institutions to prevent unnecessary administrative costs. In addition, the colleges were diversifying from being single-purpose teacher education institutions to becoming multi-purpose facilities, including aspects of technical and further education. It was therefore inappropriate to have an administrative structure that was designed for teacher education.

The proposed legislation was drafted in accordance with further recommendations of the Commission and the *Colleges Act, 1978* was passed in November and came into effect on 1 January 1979. Alternative positions were made available to members of the head office staff of the Western Australian Teacher Education Authority, and the Authority was disbanded on 31 December 1978.

The Act contained transitional provisions to ensure continuity in the operation of the Colleges, and they became fully autonomous with the appointment of their respective Councils during 1979.

The Colleges Act, 1978

On 26 June 1978 the Government announced that the teachers colleges would become self-governing institutions and the Western Australian Teacher Education Authority would be disbanded. Later that month, on 29 June, the Premier indicated that two self-governing post secondary education colleges would be established in the Pilbara. *The Colleges Act, 1978,* which came into effect on 1 January 1979, provides the legislative framework for these developments. The Act also enables the Government to create other similar colleges when such action is required or to amalgamate or close colleges. The Commission was closely involved in the drafting of the legislation.

The Act empowers the Minister for Education to establish and maintain such colleges as are necessary for post secondary education of persons. These colleges may be created as entirely new institutions or may be based on an existing institution, or the merger of institutions or parts of an existing institution.

Colleges established under this Act are corporate bodies and, subject to Ministerial approval, will be able to provide courses in advanced education and/or technical and further education. By arrangement with other institutions, they may provide additional courses. The governing council of a college will comprise a maximum of 14 members, with seven of these being appointed by the Governor. The first chairman of a council will be appointed by the Governor for a period not exceeding three years. The Governor will also appoint the chairman of an interim council established to enable the development of any new college. The chairman must come from those who are not members of staff. A council's functions and duties are similar to those of governing councils of other higher education institutions in Western Australia.

Post Secondary Education in the Pilbara

The Pilbara region has experienced substantial increases in population in recent years as a result of the rapid development of iron ore mining. The question of providing additional post secondary education facilities to serve the growing population was considered by the Partridge Committee, which recommended that technical schools be established at Karratha and Port Hedland, and that they be planned in such a way as to make possible their early development into community colleges.

The State Government subsequently asked the Commission to assess the post secondary needs of the north of the State and to recommend a program for the progressive addition of more post secondary facilities and services in key centres with special reference to the provision of technical education.

The Commission considered that the Pilbara, with its relative isolation and distinctive communication and climatic features, posed special problems which might best be met by innovative rather than traditional means. In addition, the Commission was aware of the higher costs involved in providing buildings and materials in the region, and was mindful of the necessity to meet community needs without duplication and wastage. It therefore favoured the idea of open community access on an all year round basis to any education institutions which might be established.

The Commission found that the communication links which had developed between the mine sites and the ports had resulted in the creation of two distinct communities within the Pilbara: the Eastern Corridor, based on Port Hedland, and the Western Corridor, based on Karratha. The population was fairly equally distributed between the two corridors, and was expected to sustain at least some growth in future years even if more conservative estimates of moderate expansion of mining activities were accepted.

The demand for post secondary education in the Pilbara was found to be high, with the highest demand being for adult education courses, followed by para-professional (business and clerical) and post-trade courses.

The third highest demand was for preparatory courses related to adult matriculation and entry to Technical Education Division courses. Mining companies also provided courses for their employees, and some of the companies indicated that they would prefer to have courses for skilled tradesmen and professional and management staff conducted by a post secondary education institution.

Pilbara residents who wished to undertake post secondary studies were able to enrol in courses conducted locally, principally by the Technical Education Division of the Education Department of WA through its Evening Technical Schools and Technical Education Centres; to enrol as external students of institutions in Western Australia or elsewhere and study by correspondence; or to travel to Perth or another major centre to enrol as internal students of institutions. Each of these possibilities was found to have certain drawbacks. The adult education courses provided by the Technical Education Division were very popular, but it was suggested that provision of these courses in the day-time, especially if child care could be arranged, would benefit many housewives who were unwilling to attend evening classes.

There was some evidence that the metropolitan institutions which offered university and advanced education courses by correspondence, namely The Western Australian Institute of Technology, Murdoch University and Mount Lawley College, complemented rather than competed with each other. Certainly the institutions had co-operated with each other in providing assistance for students, as in the case of the establishment of a study centre at Karratha in the Australian Inland Mission buildings, and the appointment of a joint co-ordinator for the Pilbara region. Nevertheless, dissatisfaction was expressed by some residents at what was seen as duplication of courses and lack of co-ordination between the various institutions.

The Technical Extension Service provided a significant range of courses by correspondence, including apprenticeship courses, but apprentices were required to attend short courses at a number of metropolitan and other technical colleges as well. This gave rise to problems of supervision of young students away from home. In addition, there was some criticism of the quality of some of the material and the length of time taken in marking students' work.

Students who chose to travel to the metropolitan area to obtain post secondary education were obliged to meet considerable costs and sometimes suffered emotional problems. Some families left the Pilbara to settle in the metropolitan area in order to be with their children while they attended post secondary education institutions.

This resulted in higher labour turnover for the companies in the region and was to some extent disruptive of the local communities.

The Commission came to the conclusion that additional post secondary facilities were needed in the Pilbara in view of the factors outlined above, and also in order that the provision of post secondary education could be more closely related to the local communities in terms of the needs of the growing number of school-leavers and the special requirements of the major employers.

The Commission was unable to determine a priority between the claims of Karratha and Port Hedland for a post secondary education institution. While Karratha was seen as having the best prospects for future growth and was developing as the administrative centre for the region, Port Hedland had a larger existing population and a greater number of apprentices. In any event, in view of the size and distribution of the population, the Commission considered that it would not be unreasonable to establish two institutions in the Pilbara, although they should not necessarily have similar facilities, specialist staff or courses. Accordingly, the Commission urged that construction of post secondary education facilities at Karratha and Port Hedland be commenced at about the same time.

Consideration was given to a number of ways of providing the proposed facilities. A suggestion that the role of the Pundulmurra Vocational Training Centre at South Hedland should be broadened so that it was no longer restricted to offering courses for Aborigines was rejected on the grounds that it was operating in a difficult and sensitive area, and its activities relating to the training of Aborigines were likely to be prejudiced if it had to take on additional functions.

Since the most pressing demand was seen to be for technical education courses, the possibility of establishing technical colleges administered by the Technical Education Division was carefully examined. However, this course was not favoured for the following reasons —

(i) It was felt that the proposed institutions should have some responsibility for the whole range of post secondary education activities.

(ii) The relative isolation of the area emphasised the desirability of establishing institutions which had local respresentatives on their governing bodies. Such institutions would be likely to be more sensitive to community and employer needs.

(iii) The limited population in the Pilbara would limit the range of facilities and courses which both high schools and post secondary education institutions could provide. The sharing of resources between the two sectors would therefore be of benefit to both, and freer access to college facilities would be of advantage to the community as a whole. The opportunities for innovation and experimentation at technical

colleges which were part of a State-wide system would be limited.

An amendment of the Education Act and Regulations to allow for the establishment of technical colleges administered by the Technical Education Division, but having governing councils appointed by the Minister with delegated powers, responsibilities and functions was also considered, but the Commission felt that such an arrangement would not necessarily lead to the colleges becoming more involved with other sectors of post secondary education or to their eventual development into community colleges with increased local responsibility for their governance.

The Commission considered that the post secondary education institutions most appropriate for the Pilbara would be self-governing colleges independent of all other post secondary education institutions. Accordingly, the Commission recommended that two such colleges be established at Karratha and Port Hedland respectively, to provide a wide range of educational, cultural and artistic programs at various levels. It was envisaged that the colleges would be regional institutions with responsibility for the post secondary needs of the corridors in which they were located, and that they would be governed by councils whose membership would include representatives of their local communities.

Detailed recommendations were made regarding the functions, courses, staffing and funding of the colleges. In brief, it was envisaged that they would co-operate with other post secondary education institutions in the State, and provide technical and further education courses in a number of vocational areas to meet the needs of Pilbara residents, with initial emphasis on apprenticeship training. In addition, it was proposed that they provide adult education and leisure courses and offer assistance to students undertaking courses externally at other institutions, including the Technical Extension Service, the colleges of advanced education and the universities. It was also recommended that the colleges develop pre-apprenticeship courses, and co-operate with high schools and employers in the provision of Year 11 and 12 terminal courses.

The Commission made further recommendations regarding the composition, powers and functions of the college councils; the nature and location of the physical facilities required; and the establishment of an Interim Planning Committee for each college, to undertake detailed planning and initiate procedures to bring the colleges into operation.

The Government accepted the Commission's recommendations, and the proposed Interim Planning Committees were established in 1979. The Interim Planning Committees reported to the Minister for Education regarding the financing and staffing of the Colleges, the buildings required to accommodate them and the courses to be offered in the first instance. Applications for the two positions of Principal were invited on a national basis and by January 1980 Principals designate to each College had taken up duties. Plans for the construction of the necessary buildings are in progress and, until the first stage of the construction is completed, courses will be provided at each centre in temporary premises, commencing in 1980. The courses previously provided by the Karratha and Port Hedland Evening Technical Schools have been transferred to the Karratha and Hedland Colleges, and new programs will be developed in due course. Apprenticeship courses are expected to be given a high priority. The Interim Planning Committees are to be disbanded and an Interim Governing Council is to be established for each College early in 1980.

The Supply of and Demand for Teachers in Western Australia

The Commission, since its establishment, has been monitoring the situation with respect to the supply of and demand for teachers in Western Australia. In September 1978, the Commission published a report which drew together the various elements of the supply of and demand for teachers, and estimated supply and demand for the next ten years. The report emphasised that the estimates of supply and demand did not constitute a plan for the future. They were simply projections based on a number of assumptions which were detailed in the body of the report. Changing circumstances and Government decisions would be likely to result in somewhat different outcomes being achieved.

The Commission indicated its intention to revise its estimates of supply and demand in future years in the light of more recent information, and the first revision, for the years 1980-1984, was undertaken towards the end of 1979. In this revision, some projections were replaced by factual information, which formed the basis for the revised estimates.

The 1978 report included a detailed analysis of the supply of and demand for primary and secondary teachers and a brief analysis of supply and demand in the early childhood area. The Commission indicated that it hoped to be in a position to provide more detailed information on the latter area in future years, and was able to revise these estimates in 1979 on the basis of new data.

The estimates of demand for additional teachers depend largely upon assumptions made about the size of the school population (which in turn is influenced by assumptions regarding population growth and retention rates), pupil/teacher ratios and wastage rates (resignations and retirements from the teaching service). In addition, the estimates reflect an assumption that the pattern of demand for additional teachers in the non-Government school sector will be similar to the pattern of demand in the Government school sector. The assumptions regarding the size of the school population, wastage rates and the demand characteristics of the non-Government sector were revised in 1979 and will continue to be monitored by the Commission in future years. Pupil/teacher ratios are, to a large extent, determined by Government decisions regarding expenditure on schools.

The supply of additional teachers available each year is defined for the purposes of the report as the supply of new graduates together with the supply of other teachers. The supply of new graduates consists basically of those who complete a teacher education course at a college of advanced education or a university at the end of the year prior to the year in question. In the past, it has been possible to estimate

the numbers of such teachers with a fair degree of accuracy, but recent evidence suggests that the proportion of students who successfully complete teacher education courses at colleges of advanced education has been falling.

The supply of other teachers is drawn from experienced teachers who wish to re-enter the profession and from those who qualified as teachers, were unable to obtain employment as teachers during the year in which they were counted as part of the supply of new graduates, and still wish to enter the profession. Not all teachers in these two categories are included within the estimates of the supply of other teachers, however, as some will not be acceptable to the employers concerned while others will be unduly restricted in terms of their geographic availability. The Commission recognises that the estimates of the supply of other teachers are somewhat arbitrary, particularly as only a small proportion of the excess of supply over demand in any one year is included in the supply of other teachers in following years.

The 1978 report emphasised that the results obtained depended largely upon assumptions made about the values of a few key parameters. Moreover, relatively small changes in the values of some of these parameters could lead to substantial variations in the level of the estimates. The report contained estimates of the excess of supply over demand for primary, secondary and early childhood teachers based on the most likely values of the various parameters. It also contained estimates of the highest and lowest likely level of excess for primary and secondary teachers. The latter estimates, which were based on somewhat different values of some parameters, indicated the range within which the level of excess of supply over demand for additional teachers in those areas was likely to fall during the next decade. They also highlighted the sensitivity of the various estimates or assumptions to the values of key parameters.

The 1978 report suggested that there would be some excess of supply over demand for additional early childhood, primary and secondary teachers over the next decade, and that the excess would be greatest in the primary area. A temporary shortfall in secondary teachers was expected to occur in the mid-1980's. The Commission warned that the estimates needed to be interpreted with extreme care. Nevertheless, it was satisfied that, on the basis of the evidence available, it would be appropriate for intakes into primary teacher education courses to be marginally reduced in 1979. It therefore recommended that proposed intakes for 1979 into these courses at Churchlands and Mount Lawley Colleges, Claremont Teachers College and WAIT be reduced by at least 10 per cent. The Commission did not believe that reductions would be appropriate in the comparatively small primary teacher education programs at the two universities, nor did it recommend a reduction in the proposed intakes into pre-service secondary or early childhood teacher education courses in 1979.

The Commission's recommendations were implemented by the institutions concerned, and the reduced intakes were reflected in the revised estimates relating to primary teachers which were prepared in 1979. These showed that in the cases of both primary and secondary teachers, the excess of supply over demand would be lower than the 1978 estimates had indicated, even though changes in some parameters had resulted in a reduced demand for additional teachers. The revised estimates also suggested that the shortfall in secondary teacher supply which had been expected to occur in the mid-1980's might be greater than that shown in the 1978 report. The excess supply of early childhood education teachers was estimated at a higher level than had been indicated in 1978.

The 1979 revision revealed that the values of key variables in the supply/demand equation could change significantly in a relatively short time, and affirmed the importance of regularly monitoring key parameters, revising supply and demand estimates and, if necessary, adjusting intake quotas for pre-service teacher education courses.

The 1978 report emphasised that the existence of an excess of supply over demand for additional teachers does not necessarily imply a need for reductions in intakes into pre-service teacher education courses or for changes in employment policies. It does, however, raise the following educational and social policy questions —

(i) The demand for additional teachers will be met partly from the supply of new or recent graduates and partly from the supply of experienced teachers. What is the most appropriate balance between these two sources, given the various qualities that members of the groups are likely to possess?

(ii) What is the most appropriate age structure for the State Education Department of WA bearing in mind the need to staff country schools and to maintain a reasonable flow of senior staff into administrative positions?

(iii) To what extent should an excess of supply over demand for additional teachers be encouraged in order to allow employers to exercise a degree of selection in making appointments?

(iv) What are the most appropriate policies with regard to the provision of in-service education for teachers and the granting of time off to take in-service courses?

(v) What is the relationship between higher education and the employment of young people?

(vi) Reductions in intakes into pre-service teacher education courses will, to some extent, limit opportunities for young people to participate in higher education. Is there any justification for a reduction in such opportunities? Will those students who are forced to enrol for courses in other areas be any better off as far as employment is concerned?

(vii) To what extent, if any, should a manpower planning approach to teacher supply and demand be permitted to prevent a person from exercising the right to choose to enrol for a teacher education course without regard to the likelihood of obtaining employment as a teacher?

(viii) To what extent do teacher education courses

prepare students for careers in areas other than teaching?

These questions raise complex issues, some of which fall outside the brief of this Commission. Some are clearly the responsibility of the Education Department of WA and other employers, while others fall within the province of the Government. In the absence of definitive answers to a number of these questions, and in view of the need to interpret the estimates of supply and demand with extreme care, it is difficult to come to positive conclusions. However, the Commission considers that its initiative regarding the modest reduction in 1979 of intakes into pre-service primary teacher education courses contributed to the reduction in the excess of supply over demand of teachers indicated in the revised estimates. No recommendation was made to further reduce intakes into pre-service primary and secondary teacher education courses in 1980, but in view of the estimated excess of supply over demand for early childhood education teachers, the Commission recommended a reduction of approximately 25% in proposed intakes into pre-service courses in this area. The Commission intends to continue to review the situation in future years in order to determine whether any further changes in enrolment levels are indicated.

Management and Administration of the Community Services Training College and Child Care Certificate Course

The Community Services Training College was established in 1974 under the auspices of the Department for Community Welfare to provide specialised vocational training for persons working or intending to work in the general area of community welfare services in Western Australia.

The Child Care Certificate Course was introduced in 1971 under the auspices of the then Western Australian Pre-School Board in response to a severe shortage of trained personnel to work in day care centres, kindergartens and the like.

The Minister for Education, early in 1978, asked the Commission to consider the future management and administration of the Community Services Training College and the Child Care Certificate Course. Expressions of concern regarding the College's place in the overall provision of post secondary education in Western Australia had previously been voiced by several bodies including the then Western Australian Tertiary Education Commission and the Partridge Committee. The future of the Child Care Certificate Course was uncertain in view of the dissolution of the Western Australian Pre-School Board in December 1977, and the Board had referred consideration of the future administration of the Course to the Commission. The Board had also supported a recommendation of the Child Care Certificate Course Committee that the Course be incorporated into the Community Services Training College.

The Commission set up an *ad hoc* committee to advise it on these matters, and subsequently adopted the committee's report. The issues before the Commission raised an important question of principle, namely whether or not the education and training of personnel for work in a number of organisations should be separated from the jurisdiction of a single employing authority. This question was considered in general terms, and some basic principles were formulated on the basis of previous trends and developments in the provision of post secondary education in Western Australia. These were incorporated in the Commission's report, and were applied to the cases under consideration. The principles, which are set out in full in an Appendix to the report, are summarised below —

(i) The separation of the responsibilities for education and training from the jurisdiction of a single employing authority within an industry is a sound and desirable principle to adopt from the point of view of other employing authorities within that industry, and is one that is not inconsistent with the development of post secondary education policy in Western Australia.

(ii) Diversification of educational opportunities and portability of academic credit within and between post secondary education institutions is a sound and desirable principle to adopt from the point of view of students, the institutions and the community, and for purposes of co-ordination and rationalisation of scarce educational resources.

(iii) Particular elements of post secondary education should not be considered as separate entities, but rather as fully integrated elements of the total State post secondary education system. The post secondary education system in Western Australia has recently been administratively reorganised and restructured in such a way that —

  (a) it should now be in a better position to respond to the post secondary education and training needs of the total community than in previous years; and

  (b) it should also be better placed to determine and meet education and training priorities, and co-ordinate and rationalise scarce educational resources than any organisation or system not set up for the purpose of meeting those objectives.

(iv) With respect to the above principle (iii), a distinction should be drawn between education and training programs leading to an award and education and training programs specifically designed to improve on-the-job competence and skills, and to increase the knowledge and understanding of a particular sphere of employment activity.

(v) With respect to the above principles (iii) and (iv) —

  (a) In the case of education and training programs which lead to a recognised education award, the role of employing authorities should, for example, include:

    - advice on the development and provision of such courses through furnishing the appropriate institutions with information on changing needs and trends and through representation on institutional advisory boards and course advisory committees; and

- participation through an active enrolment in the provision of short term part-time lecturers, practical placement centres, supervision for student practicums and general support to the programs offered by arrangement with or at the request of the appropriate post secondary education institutions.

(b) In the case of education and training programs which are designed for a particular employment setting and which do not lead to or require a recognised education award, the role of employing authorities should, for example, include:

- the provision of such programs at their own initiative and expense;
- the provision of such programs by arrangement and negotiation between similar employing authorities for one authority to act as an umbrella training centre; and
- the provision of such programs by arrangement and negotiation with a particular post secondary education institution for the institution to conduct the whole or part of the programs required.

The Commission's report described the administration and operation of the Community Services Training College and the Child Care Certificate Course. The College was funded by the State Government from the Department for Community Welfare vote. In 1978 it supported nine members of staff and some four or five visiting lecturers. Its premises in Oxford Street, Mount Hawthorn, were available for use by any community welfare agency or group, subject to the College's own commitments. The College provided two major courses —

(i) Residential Child Care Course (part-time, one or two years' duration). This course catered for persons working or intending to work in a number of residential child care settings.

(ii) Residential Child Care/Community Services Certificate. This course was for Aboriginal persons who wished to qualify for work in hostels, institutions and other places concerned with the residential care of young people.

In addition, the College offered various short courses, workshops and seminars associated with the training and further professional development of welfare service personnel for government welfare agencies. It was proposed to introduce additional courses in the fields of residential child care (at post-certificate level), residential care of the aged and foster parent training. In 1978 there were 133 students enrolled in the major courses and some 350 others took part in short courses and workshops.

At the time of the Commission's study, the Child Care Certificate Course was administered by the Child Care Course Committee, under the chairmanship of the Director of Community and Child Health Services. The Committee was responsible to the Minister for Education, and the course was funded by the State Government. The course was conducted at premises in Hay Street, West Perth and was a pre-tertiary two year full-time course designed to educate students for work in a variety of areas involving the care of children from birth to six years of age including pre-school centres, day care centres, hospitals and residential care. In 1978 there were 16 full-time members of staff and one part-time lecturer, with 111 enrolments in February of that year.

After examining the whole field of community welfare and child care courses available in Western Australia and the provision of such courses in other States, and applying the principles summarised above, the Commission concluded that it would be desirable for all para-professional welfare and child care award courses to be consolidated under an institution within the post secondary education system. The Commission saw a continued role for the Community Services Training College in the provision of non-award in-service courses, workshops and seminars. In addition, it was of the view that the welfare course conducted for Aboriginal persons should be continued at the College pending a proposed review by the Commission of the whole question of the provision of special study courses for people of Aboriginal descent and the role the Department for Community Welfare might play in this area.

The Commission's task in identifying an appropriate post secondary education institution to undertake responsibility for all para-professional welfare and child care award courses was facilitated by the fact that Claremont Teachers College, Mount Lawley College and Perth Technical College all expressed strong interest in developing schools of study in this area. The Commission was impressed by the proposals put forward by all three institutions but decided that Perth Technical College would be the most appropriate. The Technical Education Division was already involved in the provision of welfare and child care courses through its Department of Social Studies, and the Technical Extension Service had assisted in making available the Child Care Certificate Course in country centres. Moreover, the courses under consideration did not meet the minimum standards required for the funding of courses in colleges of advanced education, and although the Commission was investigating proposals which might result in technical and further education courses being funded through such colleges, it was too early to guarantee that this would be the case.

Accordingly, the Commission recommended that the Child Care Certificate Course be transferred to Perth Technical College and that the Child Care Certificate Extension Course be administered by the Technical Extension Service of the Technical Education Division, and conducted in close collaboration with the former course.

With regard to the Community Services Training College, the Commission recommended that the College remain under the administration of the Department for Community Welfare, and that the proposed Advisory Board be established to advise the Minister for Community Welfare and the Director of the Department for Community Welfare on the activities and development of the College within its prescribed sphere of operation. The Committee further recommended that, with the exception of the existing award course in welfare for Aboriginal persons, the College's role be restricted to meeting welfare needs

for short, non-award, in-service type courses, workshops and seminars, and that its name be changed to Community Services Training Centre in recognition of this more limited role. The Commission recommended that the Residential Child Care Certificate course be transferred to Perth Technical College, but that the Residential Child Care/Community Services Certificate course remain at the Centre, subject to a proposed review by the Commission of special study courses for persons of Aboriginal descent.

The Commission's report was submitted to the Minister for Education in November 1978, and its recommendations were subsequently accepted by the State Government subject to certain modifications with respect to the Residential Child Care Certificate course. In essence, the modifications were that the course be restructured to emphasise its role as an in-service course in residential care; and that the restructured course continue to be provided by the Community Services Training Centre. In addition, the principle was accepted that, should a need be established to upgrade to the status of an award course the training of para-professionals engaged in residential care, such training should be conducted under the auspices of a recognised education institution, such as Perth Technical College. After receiving advice of the Government's decision, the Commission released the report for public distribution in May 1979, together with a notice indicating the terms of the Government's modifications. Shortly afterwards, the Commission was advised that steps were being taken by the Technical Education Division and the Department for Community Welfare to implement the report's recommendations as modified.

Art, Craft and Design Education

The future of the Technical Education Division's art courses came under consideration within the Division during 1977-78, in view of the fact that the facilities for art at Perth Technical College were fragmented and in some cases temporary, and those at Claremont Technical College were in need of improvement. In 1978, the Minister for Education asked the Commission to investigate the possibility of transferring the programs provided at Claremont Technical College to one of the colleges of advanced education. The Commission considered this issue and recommended that it should not be decided without a full investigation of all the implications, and that a review of the whole area of art, craft and design education in the post secondary sector was needed.

A committee was established early in 1979 to report to the Commission on certain issues which the Minister had requested be investigated with some urgency, and subsequently, in June of the same year, the committee's membership was increased and a wider inquiry was undertaken. Towards the end of the year, the committee reported to the Commission, which adopted the report and submitted it to the Minister in December 1979.

The committee examined the existing provision of art, craft and design education and found that many education institutions and community organisations in the State provided programs in these areas. While some of these might lead to self-employment, to employment in industry or commerce or to teaching positions, many were provided for purposes of self-development or as leisure activities.

The committee also considered the extent to which the demand for education programs in art, craft and design was satisfied, and attempted to gauge community needs and their likely future development. It emphasised that Western Australia enjoyed a wide range of opportunities for the study of art, craft and design and concluded that the major requirements for the future would be achieved by a rationalisation of existing programs, improved utilisation of resources and a clearer differentiation of areas of responsibility.

The committee found that the total system had developed over many years in separate sectors, usually without any attempt to co-ordinate the various programs. As a result, there was some overlap among institutions within the metropolitan area, especially in the case of the Technical Education Division and WAIT. It was felt that the different roles of the two institutions should be more clearly emphasised and that WAIT should increase its offerings at the degree and postgraduate levels, leaving to the Technical Education Division the primary responsibility for technician training. The committee recognised that such a differentiation could not be readily drawn with respect to programs in the fine arts, but expressed the hope that a progression of opportunities could be developed so that students entering WAIT from technical education courses might avoid undue repetition of ground to which they had already been exposed, and might rather extend and broaden their experience.

With regard to WAIT, the committee was advised that the three-year degree courses in art, craft and design were considered by many people to allow insufficient time to prepare graduates adequately for immediate professional performance. As a result, graduates could be regarded in some circumstances as being at a disadvantage as compared with graduates from some Australian and overseas institutions who completed four years of study before being awarded a Bachelor's degree or its equivalent. In the United Kingdom, students in art, craft and design, after having met normal tertiary admission requirements, usually completed a foundation year before commencing a three-year degree course.

After carefully considering this question, the committee came to the conclusion that an immediate increase to four years of training for all degree students in art, craft and design at WAIT would not be in the best interests of the community or the students themselves. Instead, the committee suggested that the content of the existing degree courses be intensified, and admission standards raised concurrently so that first year students were better prepared. It was noted that WAIT had put forward the idea of introducing in the Technical Education Division a foundation year similar to that provided in Britain, and the committee urged that this proposal be jointly explored by the two institutions. If a foundation year were established, a level of performance equivalent to the completion of such a course might be required for admission to WAIT's degree courses in art, craft and design. This might be achieved in some instances at secondary schools, but those students who required the extra preparation would complete the

foundation year before entering WAIT. Thus not all students, but only those to whom it would be of real benefit, would undertake an additional year of study.

In the Technical Education Division, vocational courses in fine art were provided at Claremont Technical College, while those in graphic design and various other design subjects were provided at Perth Technical College. The committee found that the question of the provision in the same institution of art and design programs was a controversial one within the Technical Education Division, although the advantages of associating the various design programs were widely accepted. The issue became more complicated when the provision of craft education was also taken into account. Many of the submissions received by the committee explored these issues, and information was sought regarding the situation in other States and in the United Kingdom. The arguments on both sides of this issue are set out in the report.

The committee concluded that the arguments in favour of associating programs in art, craft and design outweighed those which advocated their separation. It emphasised, however, that the provision of these three activities in the same institution would not preclude the establishment of separate departments for art and design, and perhaps, in time, a department of craft. This would permit close associations to be developed between students specialising in art, craft and design respectively, but would at the same time allow for differences in emphasis in the administration of departments.

Many of the Technical Education Division's vocational courses in art, craft and design were provided in accommodation which was either temporary or inadequate. Perth Technical College's Art Department which was divided between the College's St. George's Terrace site, which was expected to be put to alternative use in the future, and temporary premises at the former St. Brigid's School in Fitzgerald Street; and Claremont Technical College was in need of expensive upgrading if the fine art courses were to remain there. Accordingly, the committee considered that a unique opportunity existed to develop a first class art, craft and design facility for training individuals who sought employment in those fields.

The committee recommended that a separate College of Art, Craft and Design be established within the Technical Education Division to provide vocational programs in those areas, and that it be located close to the city centre, on a site in Museum Street opposite the new Perth Technical College building. This site was seen to have a number of advantages, including its accessibility from all parts of the metropolitan area; its proximity to industries relevant to many of the design courses, including advertising firms, theatres and the wholesale and retail clothing industries; and its location within the Perth Cultural Centre, in the vicinity of the State's Art Gallery, Museum and Library. The committee left open the question of whether the premises on the James Street site of Perth Technical College might be suitable to accommodate the proposed College or a part of it.

The committee recommended that the various vocational programs in art, craft and design which were currently provided at Claremont and Perth Technical Colleges be brought together in the proposed College, with the addition of interior design courses from Leederville Technical College and possibly photography and audio-visual photography courses from Mount Lawley Technical College. The committee also urged that the trade courses in printing be retained in a central city location to enable associations between these courses and those in graphic design and commercial art to be continued. The committee was aware that the Technical Education Division had already begun to implement plans to transfer the Fashion Department from Perth to Bentley Technical College. The committee stated that it would prefer that this move not be made, but that should it proceed, it would urge that the design elements of the Department's work be reintegrated with the central facility at a future date.

The committee further recommended that the theatre design course continue to be provided by the Technical Education Division and be located in the proposed College of Art, Craft and Design, to enable the relationships with areas such as fashion and interior design to be developed. However, it also expressed the hope that close links would be developed with the proposed Academy of the Performing Arts in the future.

The committee indicated that the Technical Education Division's programs in art, craft and design were complicated in structure, with a somewhat confusing list of awards and subjects. It recommended that the Division undertake a comprehensive review of the programs in these areas with a view to simplifying the subject and award structure. More specifically, the committee recommended that the objectives and operation of the Art Studies course be reviewed. This was a formal, part-time course leading to the award of a certificate or diploma, in which students could specialise in painting or a craft. This course appeared to be used by many people as a substitute for adult education courses, and the committee questioned the appropriateness of a structured course which did not attract fees for persons interested chiefly in pursuing a particular craft, who might not intend (nor be required) to complete the supporting units.

The recommendation that the fine art courses be transferred to the proposed new College brought into doubt the future of Claremont Technical College, as the committee had been advised that the College would be unable to continue in its existing form if the fine art courses were to be moved. The committee recognised that there was a strong demand for community education courses in the Claremont area, and suggested ways in which the premises of Claremont Technical College might be used for this purpose. These included the conversion of the College to a Technical Education Centre to provide part-time courses in art and craft; the use of the premises as a community arts centre under the auspices of the Claremont Town Council; or the provision of adult education courses by Claremont Teachers College, possibly making use of the Technical College's premises until physical improvements to the Teachers College had been completed.

The committee indicated that the development of specialised art, craft and design education should be

limited to the Technical Education Division and WAIT, and that the colleges of advanced education should concentrate on the provision of art education for teachers. It suggested, however, that the Colleges might further develop community education courses in art and craft, and might consider allowing their facilities to be used as venues for the Technical Education Division's Art Studies course. One area of need which appeared not to be met was for short education programs for instructors in adult education courses, and it was suggested that such courses might be appropriate for the Colleges.

The committee recommended that the study of art history be examined by the appropriate authorities with a view to establishing as soon as possible a Department of Fine Arts at The University of Western Australia, to provide studies in association with existing Departments such as those of Classics and Ancient History, Philosophy, History, Music and Italian.

An issue which was raised in several submissions to the committee concerned the difficulties encountered by students in the transition from study to work. It was pointed out that artists and craftsmen often moved from a communal environment to one of considerable loneliness, and were often ill-prepared to cope with routine accounting and other business tasks encountered in self-employment. It seemed to the committee that the most successful undertakings were the result of the efforts of uniquely dedicated individuals, rather than of some carefully planned institutional structure. The committee felt that viable proposals to assist artists and craftsmen who aimed to become self-supporting were probably more likely to develop outside the formal educational structure. It expressed the hope that any such proposal would be given serious consideration by the funding authorities, and recommended that the Western Australian Arts Council be regarded as the appropriate body to consider such proposals.

The committee also recommended that the provision of art, craft and design education in country areas be increased, and that opportunities for community education be expanded by increased provision of exhibition facilities; continued support for community organisations which provide informal art and craft tuition; and an extension of the practice of appointing artists in residence both in education institutions and in the community. The committee further recommended the establishment of a Standing Committee of the Commission to review on a continuing basis the provision of post secondary education in art, craft and design.

The Minister for Education announced in December 1979 that he had accepted the recommendations contained in the Commission's report and intended to take action to implement those which concerned the Education Department directly. He also commended the report to the other institutions for their favourable consideration.

External Studies

The provision of opportunities for off-campus study has been a matter for ongoing discussion among those concerned with post secondary education, and some concern has been expressed at perceived deficiencies in the provision of external studies. Nevertheless, despite the restraints on the financing of post secondary education in recent years and the consequent decline in the rate of growth of total enrolments, the number of enrolments in external studies in post secondary education in Western Australia has continued to increase.

The Report of the Committee of Inquiry into Education and Training (the Williams Report), which was released in February 1979, emphasised the importance of external studies in providing increased access to post secondary education and in contributing to a more effective use of resources and facilities within the existing educational system. The report also referred to the relatively poor academic performances achieved by external students, and the lack of research into the reasons for this. In addition, the report drew attention to the competition for external students between regional and metropolitan institutions.

Recent reports of the Tertiary Education Commission (TEC) have referred to the proliferation of external courses and the need for co-ordination in the development of external studies in Australia. In its Report for the 1979-81 Triennium, the TEC proposed that a more efficient and better quality system of external studies should be developed, based on a limited number of participating institutions. The TEC requested information from the State co-ordinating authorities regarding their plans for the future development of external studies.

Accordingly, the Commission in 1979 initiated an investigation into the provision of external studies within the State's post secondary education system. Discussions were held with representatives of the universities, the colleges of advanced education and the Technical Education Division of the Education Department regarding the broad issues involved. These included the nature of the external mode of study and its relationship to on-campus teaching; the demand for external studies; the organisation, costs and funding of external studies; and the possibility of developing modules of study which could result in the provision of courses which bridged the traditional sector boundaries where appropriate.

Subsequently, a preliminary report was prepared, which identified some significant issues which warranted further investigation, and provided a basis for a more comprehensive study. The report was sent to the institutions for consideration and comment, and towards the end of 1979 a working party was appointed, with representatives from the institutions, to examine the issues and to report to the Commission on the appropriate development of a State system of external studies.

Study Leave

In November 1976 the Commonwealth Minister for Education announced an inquiry into the system of study leave at universities and colleges of advanced education, with the following terms of reference —

(i) the place of study leave in relation to the functioning of universities and colleges;

(ii) the nature of existing study leave schemes at

universities and colleges including information relating to eligibility for and conditions of study leave and information on the cost, both direct and indirect, of study leave;

(iii) the desirability of modifications to existing study leave schemes and the possible nature of any such modifications; and

(iv) any other matters which the Commission considers relevant to this inquiry.

The Commission in July 1977 forwarded to the Advanced Education Council a statement relating to study leave in colleges of advanced education. The Commission supported the continuation of study leave as an important aspect of academic life and emphasised that, particularly with respect to institutions in isolated areas, study leave is necessary for the overall health both of institutions and of their staff. The Commission also put forward the view that the following principles should be applied generally —

(i) the nature and duration of the study leave taken by an individual should be closely related to the nature and objectives of the institution concerned, so that the leave may take a variety of forms — research, higher degree studies, short courses, industrial attachments, conferences, programs of visits, exchanges of personnel;

(ii) requests for study leave should be appropriately screened by the sponsoring institution;

(iii) the level of employer financial assistance, including salary, fares, etc., granted to a staff member (and family) should be such as to involve some personal contribution but not to the extent that he is substantially out-of-pocket, and should make some allowance for any "outside" assistance that he may receive;

(iv) the granting of study leave should be contingent upon a formal undertaking that the staff member will comply with certain conditions during or after taking leave, e.g. performance of certain duties for the institution during leave, if requested; presentation of a report and, possibly, of seminars on return; completion of a specified minimum period of service after return, with appropriate penalties for non-compliance; and

(v) the staffing and financial situation of the institution should permit the taking of leave.

In addition, the Commission emphasised that study leave should be seen as a provision about which institutions must decide their own priorities within the range of options available to them, and that it would be inappropriate to identify a specific portion of an institution's funds for study leave purposes.

A draft report which had been prepared by a Working Party established by the Tertiary Education Commission to inquire into this matter was released in May 1978. The draft report proposed major changes to existing academic study leave schemes. In particular, it proposed that release from teaching duties be granted on a selective basis rather than as a right, that leave be for shorter periods, that greater use be made of opportunities within Australia rather than travel overseas and that specific limitations be placed on the aggregate amount of study leave institutions might grant and the amounts they might spend on overseas travel assistance grants for staff on study leave.

In July 1978 the Commission forwarded a response to the draft report on study leave to the Tertiary Education Commission. In its response, the Commission expressed concern regarding the following issues —

(i) the questionable nature of some of the assumptions on which the draft report was based;

(ii) the apparent discrepancies between the evidence cited in the draft report and the conclusions reached;

(iii) the effect on academic activities and the performance of institutions if the recommendations contained in the draft report were to be implemented;

(iv) the implications of Commonwealth Government interference with and supervision of the internal financial priorities of institutions, particularly in what is a relatively minor item of expenditure, given that institutions themselves are in a far better position to determine their needs and expenditure priorities within the parameters of recurrent grants; and

(v) the adoption of administrative definitions (such as the "teaching week") which are imprecise and difficult to interpret.

In view of the serious nature of these various issues, the Commission argued for a reconsideration of the recommendations contained in the draft report. It suggested that the preparation of a final report should be delayed for at least 12 months to allow the Tertiary Education Commission to update its information on study leave, to provide time for wide debate on this matter to take place within institutions and between the Tertiary Education Commission and interested parties, and to allow institutions to investigate their legal and moral commitments with respect to existing study leave arrangements.

In the event, the Tertiary Education Commission's final report on study leave in universities and colleges of advanced education was released in October 1978. The broad principles which had been established in the draft report were endorsed in the final report, but there were some variations in the details of the recommendations. One of the recommendations of the final report was that the use of the term "study leave" be discontinued and replaced by "outside studies programs" for universities and "professional experience programs" for colleges of advanced education.

The Commonwealth Government accepted the recommendations in the final report and indicated that it expected universities and colleges of advanced education to modify their study leave arrangements so as to conform with the recommendations from 1 January 1979. In releasing the final report, the Commonwealth Minister for Education stated that the specific effects of the Tertiary Education Commission's recommendations should be as follows —

(i) In future, study leave should be more selective — it would not be automatic but should be based on the needs of the institution, the nature

of the project proposed and the capacity of the staff member to make effective use of it.

(ii) The maximum limit of study leave should be seven per cent of the available man years of universities and five per cent for colleges of advanced education.

(iii) Study leave should in future by restricted to members of the academic staff.

(iv) In general, individual absences on study leave should be restricted to periods of not greater than six months.

(v) The present emphasis on overseas study leave should be reduced.

(vi) The use of study leave as the means of upgrading academic qualifications should be eliminated.

(vii) There should be greater accountability on the part of individual staff members and institutions.

The Commonwealth Government asked the Tertiary Education Commission to report annually on the application of the recommendations in the final report. It also indicated that it expected savings to emerge of the order of $1.0m in 1979 and $1.5m in 1980 and 1981. While this would not result in reductions in the funding of institutions, the savings should not be absorbed in their general expenditure but should be reserved against possible demands arising out of the Williams Committee Report or other Government initiatives.

The Commission sought information from the institutions in 1979 regarding the proposed implementation of the recommendations relating to study leave contained in the final report. By the end of the year, most of the institutions had formally adopted, or were in the process of adopting, guidelines which were substantially consistent with those recommended by the Tertiary Education Commission. It is too early yet to assess the effects of the new provisions on post secondary education in this State. However, the Commission is aware that some concern remains with regard to certain aspects of them, especially the restriction of travel, which is felt to be of major significance in Western Australia.

Conditions of Service of Staff in the Institutions

For a long time the conditions of service, particularly salaries, of academic staff throughout Australian universities have been relatively uniform. This has been due partly to the desirability of avoiding undue competition in times of shortages of suitably qualified people. In recent years these salaries have followed recommendations from the Commonwealth Academic Salaries Tribunal, which advises the Commonwealth Government on salary levels which it should adopt as the basis for its funding of universities. The situation with respect to academic staff of colleges of advanced education has developed along similar lines, although there has been less conformity, particularly with regard to leave conditions, which may be more closely related to those applicable in the State Public Services. With regard to non-academic staff, there is little uniformity nationally. In most instances, conditions are determined through State judicial bodies, and the salaries and other conditions closely resemble those of the relevant State Public Service. Staff structures tend to vary, not only between but also within States.

In these circumstances, the Commission early in 1977 re-established a committee of the former WA Tertiary Education Commission which consisted of expert representatives of the institutions and the Public Service Board. This committee had concentrated largely on developing a series of frameworks from which the institutions could identify their own staffing establishments in terms of certain discrete areas such as clerical/administrative, technical, computing and library staff. The committee also considered industrial awards and specific conditions of service such as removal expenses for new appointees, in respect of which it developed mutually acceptable criteria. Most of the work was completed in 1977. The committee was also a very useful forum for the exchange of information, especially on issues involving negotiations with unions.

During much of 1978/79 the committee was inactive, mainly due to the review of the Commission which led to the amendment of its Act. One of the amendments empowered the Commission to make recommendations to the Minister, as well as to the institutions themselves, on conditions of service. The need for this change was emphasised in 1979 as a result of a decision of the State Industrial Appeal Court, the effect of which was to exclude academic and, possibly, certain non-academic staff from the jurisdiction of the State Industrial Commission. Consequently, conditions of service became a matter for negotiation between the staff associations and governing bodies of the institutions, a situation which had already applied at the universities for some time. Discussions were initiated among the Colleges with a view to adopting acceptable conditions of service and negotiation and arbitration procedures.

The Commission is not an arbiter in the matter of staff conditions. Nevertheless, it has a role of advising the Minister and institutions on these matters and can sometimes facilitate discussions and negotiations.

Chapter 6

Conclusion

The Commission in its first three years of operation, has worked towards the co-ordinated development of post secondary education in Western Australia within the limits imposed by the changing economic circumstances. It considers that the developments outlined in this review indicate that good progress has been made so far. The challenges for the future lie chiefly in those issues referred to in Chapter 2.

The importance of maintaining the quality of post secondary education in the face of reductions in real expenditure cannot be emphasised too strongly. The Commission will seek to ensure that the quality is maintained and, to this end, is pleased to accept a greater degree of responsibility in the decision-making process. In addition, by seeking the views of outside organisations and individuals, the Commission will attempt to remain responsive to social, political and economic changes and to ensure that these are reflected in future developments. The Commission looks forward with confidence to the continuation of the spirit of co-operation in which its operations have been conducted over the past three years.

Appendix I

Functions, Powers and Duties of the Commission

Extract from the *Western Australian Post Secondary Education Commission Act, 1970-1979* —

12. (1) The Commission shall have the functions set out in subsection (2) of this section and shall perform those functions subject to the Minister and with due regard to the traditional autonomy of universities and to the major role of universities in areas outside the scope of post-secondary education.

(2) The functions of the Commission are —

(a) to assist the Minister, and the Government of the State, in the formation of State views on the promotion, development and co-ordination of post-secondary education and for that purpose to make recommendations to the Minister on those matters having regard to the needs of the State, the number of students to be provided for, and the financial and other resources available;

(b) to make recommendations to the Minister and where appropriate, the relevant Commonwealth education Commissions on the establishment and location of, and the acquisition and reservation of sites for, new post-secondary education institutions;

(c) to advise the relevant Commonwealth education Commissions on —

(i) the levels of financial support requested by post-secondary education institutions, or authorities governing such institutions, for the purposes of post-secondary education; and

(ii) requests for a variation from an approved triennial programme of a post-secondary education institution or an authority governing such institutions;

(d) for the purpose of achieving rationalisation of resources and the avoidance of unnecessary duplication, to —

(i) advise the governing authorities of the respective post-secondary education institutions; and

(ii) make recommendations, where appropriate, to the relevant Commonwealth education Commissions,

on proposals for the establishment of new post-secondary education courses of study;

(e) to advise the Minister and the governing authorities of the respective post-secondary education institutions on —

(i) the terms and conditions of appointment and employment, including salary payable, of the staff, whether academic or otherwise, of those institutions; and

(ii) all claims relating to the terms and conditions referred to in subparagraph (i) of this paragraph;

(ea) to advise the governing authorities of the respective post-secondary education institutions on —

(i) the fees to be charged by and paid to those institutions for classes or courses, examinations, and academic awards conferred; and

(ii) the criteria for entrance to those institutions with a view to avoiding multiple examinations and facilitating, where desirable, the movement of students between those institutions;

(f) to determine, when so requested by a post-secondary education institution or an authority governing such institutions, the minimum requirements for new academic awards and to accredit those awards; and

(g) to collaborate, where appropriate, with the relevant State and Commonwealth authorities with regard to the preparation of plans for buildings to be used by post-secondary education institutions, the letting of contracts for the building of such buildings, and the general supervision of building operations in relation to such buildings.

13. The Commission may do all things necessary or convenient to be done for or in connection with the performance of its functions and without limiting the generality of the foregoing may set up committees to investigate and advise the Commission on any aspect of post-secondary education.

13A. (1) The Commission may, by instrument in writing, delegate to any person or persons or committee of persons, either generally or to the extent provided in the instrument of delegation, any of its powers or functions, except this power of delegation, so that the delegated powers and functions may be exercised and performed by the delegate or delegates in accordance with the instrument of delegation.

(2) Every delegation shall be revocable in writing at will, and no delegation shall prevent the Commission from acting on any matter itself.

14. The Commission shall —

(a) consider requests and submissions of educational institutions and authorities that relate to the proposals of those institutions and authorities for future developments in post-secondary education;

(b) confer and collaborate, on matters relating to post-secondary education, with educational institutions and authorities and with departments of the Commonwealth and the States of the Commonwealth and other appropriate bodies or instrumentalities of the Commonwealth or the States of the Commonwealth;

(c) constantly review all aspects of post-secondary education and, on its motion or the request of the Minister, make reports thereon;

(d) consult with post-secondary education institutions for the purpose of encouraging, where it is desirable and feasible, the shared use of resources such as expert staff, libraries, computers, laboratories and expensive teaching or research equipment;

(e) promote and undertake research relevant to the planning, development and effective co-ordination of post-secondary education throughout the State; and

(f) furnish a report on its activities to the Minister not later than six months after the thirty-first day of each December.

14A. The Commission may require any post-secondary education institution to consult with the Commission, or with the Commission and any other post-secondary education institution or institutions, upon any aspect of the affairs of the institution that is relevant to the functions or duties of the Commission, and the institution shall comply with that requirement according to its tenor.

14B. (1) A post-secondary education institution shall —

(a) before making any submission to the Tertiary Education Commission, or any of its agencies, relating to —

(i) the development or financing of the institution;

(ii) the introduction of new courses by the institution, the continuance or discontinuance of existing courses, or any significant change in the nature, duration or content of any existing course; or

(iii) any other significant matter relating to the administration of the institution,

advise the Commission of the proposed submission and, subject to paragraph (b) of subsection (2) of this section, obtain the views of the Commission thereon; and

(b) furnish the Commission with such other information as the Commission may reasonably require for the purpose of performing any of its functions or duties.

(2) Where a post-secondary education institution has advised the Commission of a proposed submission pursuant to paragraph (a) of sub-section (1) of this section —

(a) the Commission shall use its best endeavours to examine the proposed submission and convey its views thereon to the institution as soon as practicable;

(b) the institution may make the proposed submission notwithstanding that the Commission has not yet conveyed its views thereon to the institution if —

(i) it is authorised to do so by the Commission; or

(ii) a period of thirty days has elapsed since the Commission was advised of the proposed submission.

(3) In subsection (1) of this section "the Tertiary Education Commisson" means the Commission constituted under the Tertiary Education Commission Act 1977 of the Commonwealth, as amended from time to time, or any other authority constituted under a law of the Commonwealth to take over the functions of that Commission.

Appendix II

Membership of the Western Australian Post Secondary Education Commission (as at 31 December 1979)

Section 6(2) (a): Chairman and Chief Executive Officer —

* W.D. Neal, BA, BSc, BEd,(WAust), EdD(Columbia), FACE, FIEA (to 3/11/1983).

Section 6(2) (b): Director-General of Education —

** D. Mossenson, MA, PhD, BEd(WAust), FACE (ex officio).

Section 6(2)(c)(i): Persons with knowledge of and interest in university education and research —

* A.L. Blakers, BSc(WAust), MA, PhD(Princeton), *Professor of Mathematics, The University of Western Australia* (to 30/11/1980).

D.A. Purcell, MVB, MA(Dublin), PhD(Belfast), MRCVS, *Chief Veterinary Pathologist, Animal Health Laboratories, Department of Agriculture* (to 30/11/1982).

Section 6(2) (c) (ii): Persons with knowledge of and interest in advanced education —

J.R. de Laeter, BEd, BSc, PhD(WAust), FInstP, FAIP, *Dean of Applied Science, Western Australian Institute of Technology* (to 30/11/1982).

(Vacancy)

Section 6(2) (c) (iii): Persons with knowledge of and interest in teacher education —

* J.J. Liddelow, BA, BEd(Hons), MEd(WAust), *Dean of Teacher Education, Churchlands College* (to 30/11/1980).

Section 6(2) (c) (iv): Persons with knowledge of and interest in technical and further education —

* M.C. Williams, *Business Proprietor, Bunbury* (to 30/11/1981).

(Vacancy)

Section 6(2) (c) (v): Persons with knowledge of and interest in community affairs in the city and country, employment problems, secondary education or government —

* E.C. Benness, FASA, FCIS, FAIM, JP, *Managing Director, Boans Limited* (to 30/11/1980).

* R.P. Harrison, AssocMechEng (SA School of Mines), MIEAust, FAIMM, FAIP, MIDA, *General Manager, Woodside Petroleum Development Pty. Limited* (to 30/11/1982).

+ J.E.L. Manners, AWASM, CEng, MIMM, MAusIMM, FAIM, *Chief Executive Officer, The Chamber of Mines of Western Australia (Incorporated)* (to 30/11/1981).

* A.I. Symington, MA(Oxon), FACE, *Boolgana Hereford Stud, Pinjarra* (to 30/11/1980).

* D.W. Zink, BA(Amherst), MBA(Harvard), MA, PhD(Pennsylvania), FAIM, FInstAD, MACE, *Chairman, Cranbrook Associates* (to 30/11/1980).

(Vacancy)

Previous Members of the Commission

* G.A. Brennan, BA(WAust), MACE, *Principal, Perth Technical College,* (to 30/11/1978).

* W.J. Brown, BA(WAust), AFAIM, *Director (Labour Relations), Confederation of WA Industry* (to 11/7/1978).

** A.W. Buttrose, DSO and Bar, ED, *Manager for Western Australia, Elder Smith Goldsborough Mort Limited* (to 30/11/1978).

* W.H. Clough, BE(Hons) (WAust), MScEng(California), MIEAust, FAIM, *Managing Director, J.O. Clough and Son Pty. Limited* (to 30/11/1979).

* W.R. Dickinson, BSc, DipEd(Melb), MACE *Headmaster, Scotch College* (to 30/11/1979).

* L.E. McCarrey, BSc,(Hons) (WAust), *Under Treasurer of WA* (to 30/11/1977)

* B. McGaw, BSc, BEd(Qld), MEd, PhD(Illinois), FACE, MAPsS, *Professor of Education, Murdoch University* (to 30/11/1978).

F.R. Ware, BEd, BA, MAPsS, AIPMA, *Principal, Counselling Service, Technical Education Division* (to 30/11/1979).

* Foundation member

** Foundation member and, previously, member, WA Tertiary Education Commission

+ Term commenced 1 December 1979

Term commenced 1 December 1978

STATISTICS

Table 1

Students Enrolled in Post Secondary Education Institutions in Western Australia by Institution and Mode of Enrolment 1973, 1976 and 1979.

Institution	1973					1976					1979				
	Full -time	Part -time	External	Total (a)	Total (b)	Full -time	Part -time	External	Total (a)	Total (b)	Full -time	Part -time	External	Total (a)	Total (b)
Universities —															
Murdoch University	-	-	-	-	-	799	229	461	1,489	1,120	1,089	507	785	2,361	1,739
University of Western Australia	5,618	3,089	370	9,077	7,392	6,364	3,403	37	9,804	8,437	6,528	3,079	32	9,639	8,529
Total	5,618	3,089	370	9,077	7,392	7,163	3,632	498	11,293	9,557	7,597	3,586	817	12,000	10,268
Colleges of Advanced Education															
Churchlands College	424	-	-	424	424	1,145	344	-	1,489	1,317	1,194	1,333	-	2,527	1,860
Claremont Teachers College	577	-	-	577	577	653	225	1	879	766	594	514	-	1,108	851
Graylands Teachers College	461	-	-	461	461	491	70	-	561	526	127	1	-	128	128
Mt. Lawley College	746	-	-	746	746	977	130	269	1,376	1,177	713	584	810	2,107	1,410
Nedlands College	300	1,422	-	1,722	676	1,051	933	-	1,984	1,330	1,094	933	89	2,116	1,474
Western Australian Institute of Technology	3,298	4,160	745	8,203	5,750	4,775	4,983	1,086	10,844	7,810	4,978	5,115	1,282	11,375	8,177
Total	5,806	5,582	745	12,133	8,634	9,092	6,685	1,356	17,133	12,926	8,700	8,480	2,181	19,381	13,900
Total universities and colleges of advanced education	11,424	8,671	1,115	21,210	16,026	16,255	10,317	1,854	28,426	22,483	16,297	12,066	2,998	31,361	24,168
Technical and further education — Technical Education Division of the Education Department of Western Australia	n.a.	n.a.	n.a.	70,700	n.a.	3,616	81,516	12,058	97,190	n.a.	4,291	93,656	11,130	109,077	n.a.
Total post secondary education	n.a.	n.a.	n.a.	91,910	n.a.	19,871	91,833	13,912	125,616	n.a.	20,588	105,722	14,128	140,438	n.a.

n.a. not available
(a) Students
(b) For Universities : Weighted student units
For advanced education : Equivalent full-time students
For TAFE : Not available
(c) In 1973, WAIT figures include enrolments at the Kindergarten Teachers College (150 full-time and 2 part-time students).
(d) Enrolments at Nedlands College include students in shared courses. For calculation of EFTS these students are weighted at 0.2.

Sources:

(i) University and Advanced Education Annual Statistical Returns for 1973, 1976 and 1979.
(ii) Annual Statistics for TAFE Council 1976, 1979 and TAFE in Australia, Volume I Report, AGPS, Canberra 1974 (for 1973 figures).
(iii) University and Colleges of Advanced Education Statistics 1979, Australian Bureau of Statistics.

Table 2

Students Commencing Other Than Higher Degree Courses in Teacher Education by Course Specialisation and Mode of Enrolment 1976 and 1979.

Course specialisation	1976				1979			
	Full-time	Part-time	External	Total	Full-time	Part-time	External	Total
Pre-service (a)								
Early childhood	165	10	1	176	123	18	-	141
Primary	1,088	38	12	1,138	806	63	14	883
Secondary	838	73	34	945	708	79	26	813
Total Pre-service	2,091	121	47	2,259	1,637	160	40	1,837
Post-experience (b)								
Early childhood	-	13	-	13	2	36	10	48
Primary	41	335	235	611	67	753	451	1,271
Secondary	16	154	49	219	40	211	113	364
Total Post-experience	57	502	284	843	109	1,000	574	1,683
All courses								
Early childhood	165	23	1	189	125	54	10	189
Primary	1,129	373	247	1,749	873	816	465	2,154
Secondary	854	227	83	1,164	748	290	139	1,177
Total Post-experience	2,148	623	331	3,102	1,746	1,160	614	3,520

(a) **Pre-service** courses are those which provide a basic teaching qualification for those students who have never held a qualification to teach.

(b) **Post-experience** courses are those courses which provide an upgrading of an existing teaching qualification and which are teacher in-service courses.

Source: Information provided by Institutions.